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ABSTRACT

Based on the idea that the most important foundation of education is character development, this book guides teachers and parents in building strong character traits while reading and discussing popular books. Children's books and young adult books draw students into discussions that can lead to action and to personal development. Thoughtful teachers and parents can use that literature and the activities suggested in this book as a means of bringing their children to the commitments that will gradually form character traits and citizenship attitudes that everyone is proud to acknowledge. The units in the book stand for the most commonly described topics in character education: responsibility, honesty, integrity, respect, living peaceably, caring, civility, and the golden rule. Each unit in the book begins with a brief essay about the selected trait, followed by teaching suggestions, classroom resources, parent activities and Web sites, annotated student booklists, student Web sites, teacher Web sites, and an ERIC annotated bibliography. By reading the initial essay in each unit and selecting one of the activities or discussion suggestions, a teacher could begin work on the trait featured in that unit. A comparison of common core of beliefs as identified by selected programs and organizations is appended. (NKA)

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Developing Character Through Literature

A Teacher's Resource Book

ERIC and the Family Learning Association

Evelyn Holt Otten - Consultant
Indiana Department of Education

CS 511 101

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ERIC
Educational Resources Information Center

rooted in character

FAMILY
LEARNING
ASSOCIATION

Developing Character Through Literature
A Teacher's Resource Book

Published by
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Indiana University, 2805 East 10th Street, Suite 140
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ERIC (an acronym for Educational Resources Information Center) is a national network of 16 clearinghouses, each of which is responsible for building the ERIC database by identifying and abstracting various educational resources, including research reports, curriculum guides, conference papers, journal articles, and government reports. The Clearinghouse on Reading, English, and Communication (ERIC/REC) collects educational information specifically related to reading, English, journalism, speech, and theater at all levels. ERIC/REC also covers interdisciplinary areas such as media studies, reading and writing technology, mass communication, language arts, critical thinking, literature, and many aspects of literacy.

Acknowledgements

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Evelyn Holt Otten deserves special recognition here because we used her basic concepts and features in constructing this resource book. She wrote most of the introductory essays and guided us throughout the process of collecting materials and resources that will help teachers and parents.

Joanne Weddle took on the difficult task of writing the essay for the unit on faith-based programs. She included in her final draft the comments of several people who helped us sort out the question of how to open class discussions of the personal principles that guide children as they shape their characters. Don Wigal wrote an extensive review and gave thoughtful guidance for the faith-based programs chapter. He was instrumental in the inclusion of reminders that classrooms need to be open to multi-faith and multi-philosophies in discussing the principles that help people develop their characters.

Vera Frye found and wrote copy for the sections on heroes and lesson ideas. These features make it convenient for teachers and parents to show examples of a character trait as expressed in actual historical personalities and for developing actions that help children put the trait into practice. Vera's considerable investment in this character education effort puts us deep in her debt. Mei-Yu Lu, our resident expert on children's books, compiled the list of books and their summaries that will help teachers and parents choose from among the many options that are available on each character trait.

Steve Stroup and his highly professional research staff gathered the research and the numerous websites that are significant resources for each chapter.

Neal Stepp as book designer and Darra Ellis as text organizer and copy editor provide us with the attractive and easy-to-read format that makes us all proud to send this book to the many people who have been asking for it.

Judy Stark, our Federal project monitor, has offered meticulous and helpful editorial comments that make this a more valuable book to all who use it. Even after all of us on the writing and editorial team have finished, Judy fine tunes our work and makes all of us look better because she participates in the process.

Our book advisors — Leo Fay, Jane Henson, John Patrick, Joanne Weddle, Evelyn Holt Otten, and Amy Eldridge — gave us a sense of direction with specific suggestions on how to make this a useful guidebook. To all these fine people, we say thank you and hope that you are as pleased as we are with the results. It is a better book because of you, and the readers know better than to blame you for printed ideas with which they might disagree. Thank you.

Carl B. Smith

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Introduction: Literature and Character Development

We do not suggest that children's literature or reading stories leads directly to character development. Ordinarily fiction does not intend to teach something specific, such as, being honest pays dividends. Yet, I dare say, many of us have found books that helped us to grow, that pushed us to rethink our views, perhaps even brought about a change in our standards—in other words, the books influenced our character and helped to make us the person we are today.

Representing human struggles and feelings is an essential part of good story telling. Whether told in the books of young children or of adults, stories give the reader the vicarious experience of living through the trials and the thrills of characters in a book. With reflection, the reader can decide how he or she personally would have responded to the decisions the fictional character made. Each of those reflections and decisions gradually influences the thoughts and actions of the reader.

With the guidance of parents and teachers, some of the titles summarized in this book can help our children to reflect, to decide, to become a principled person. Isn't that the underlying purpose of all character education? Perhaps the underlying purpose of any education?

For many current and historical reasons, citizenship education, character education, and service learning have risen in the consciousness of our citizens. We at ERIC and our partners in this work see that we can contribute to the efforts of the broad community by focusing on specific character traits and associating children's and young adult books with them. We hope our effort facilitates reflection and leads to the attitudes and behaviors that are summed up here. This book is part of our contribution to pull together resources for teachers in a handy format. On our website we have a much larger database of programs, instructional guides, and research studies that the public may view as they wish.

Content and Sensitive Issues

This book looks at the same traits or categories that appear frequently in other work related to character education. Under each of the categories you will find book summaries for elementary, middle, and secondary students. The selected books have been chosen from standard references and reviews of children and young adult books. We did not censor the book list to make it more or less palatable to one political group versus another.

With that understanding, however, it should be clear that teachers and parents need to use discretion in choosing books. The philosophy or the religious beliefs of the family can be applied to any event in a book, but parents and teachers may want to choose which elements in a story they want to highlight as part of their discussions. There are children's books, for example, that hint at child abuse or violence. Middle school and young adult fiction today reveal all of the social and personal dilemmas that are discussed in the evening news and in the school locker rooms. In our summaries we try to alert adults to some of these matters and use terms such as adult content, violence, and challenging traditional beliefs.

Just as we have precluded politically correct selections, we have also avoided knowingly adopting a particular philosophy or a sectarian ethic. The attitudes, virtues, and behaviors that we have chosen seem to be generally acceptable to all major religious philosophies. For that reason we feel that parents and schools can use these categories, select the books that match their purposes, and guide student reflection and discussion as is appropriate.

Decisions and Actions

We want to say several times in this book that character development involves more than storing knowledge. That's the reason we encourage reflection, response, and action. Those are the ingredients that lead to personal change. Besides reading and discussing events in books, we feel that young people need to engage in activities that require a personal decision. It is through those decisions that character develops.

The value of reading stories and discussing life's challenges with teachers and parents is that the child is swimming under the watchful eye of a lifeguard, not diving alone into a muddy river with unknown currents. Today, children's and young adult literature explore life's realities as they have never done before. Thoughtful teachers and parents can use that literature and the activities suggested in this book as means of bringing their children to the commitments that will gradually form character traits and citizenship attitudes that we all will be proud to acknowledge.

How to Use this Book

The units in this book stand for the most commonly described topics in character education: ***responsibility, honesty, integrity or doing one's best, respect, living peaceably, caring, civility,*** and ***the golden rule.***

Each unit begins with a brief essay about the selected trait, followed by teaching suggestions, classroom resources, parent activities and websites, annotated student booklists, student websites, teacher websites, and an ERIC annotated bibliography. The resources and activities enable various stakeholders in character education to be involved and to see their own set of resources. This is not a teacher's manual for a specific character education program. A teacher or parent could easily use the units in this book to carry on a character education program and would find numerous resources to match the direction they want to go.

By reading the initial essay in each unit and selecting one of the activities or discussion suggestions, a teacher could begin work on the trait featured in that unit. From there on, teachers, parents and students all have resources that they can use to read about, discuss, and act on developing the trait under consideration.

We encourage you to send us your reactions to this book and your experiences in character development, especially the books or stories that you find particularly valuable in character development. We thank you in advance for sending us your thoughts.

Carl B. Smith, Director

ERIC Clearinghouse on Reading, English and Communication

Responsibility

Action Steps

Activities

Books

Websites

Synonyms

trustworthy
competent
dependable
accountable

Definition

Our understanding of responsibility includes the basic belief that each of us has a mutual agreement with those around us to do our part, to carry our fair share of the load and to accept the consequences of our actions. Thus in the family, neighborhood, school, church, and workplace, I personally need to contribute time and effort according to my role and the expectations of my associates. ("Developing Responsibility in Children," *Parent Talk*, 2001)

Thomas Lickona, a recognized leader in the field of character education today, identifies responsibility as one of the basic qualities that schools should develop in their own students (1991). Lickona asserts that responsibility is an additional "r" that schools should emphasize in their teaching of basic skills. But how can we address this complicated concept in a diverse world of students and conflicting beliefs? This paper addresses (1) the various definitions of responsibility; (2) challenges in integrating teaching of this concept in the classroom; (3) suggestions for helping children develop personal and social responsibility; and (4) resources to aid in teaching the concept of responsibility.

Definitions of Responsibility

What does it mean to "be responsible"? Cultural definitions vary, but all societies have a concept of what it means to be a responsible member of that society. Social and civic groups often stress building responsibility in their activities, from rites of initiation or passage to evidence of civic engagement required of its members. However, even within local communities, opinions vary as to what it means to be a responsible citizen. The discussion among these differing constituents in the community must take place in order to reach a consensus on what it means to be a responsible community member.

Becoming a Responsible Adult
Looking for Models

Karin was applying for a job and was wrapping up her reasons why she would be a good employee. As a final selling point she said, "We are responsible people. We take care of our house and we educate our kids. We pay our bills and our taxes. We vote."

The character trait of responsibility implies all that she listed. More significantly, she felt that her statement about responsibility was the capstone, the clinching argument for hiring her. And she was on target. Employers want people who are responsible, who will do what they contract to do, who keep priorities straight, who are reliable day to day.

Included in our understanding of responsibility is the basic belief that each of us has a mutual agreement with those around us to do our part, to carry our fair share of the load. Thus in the family, neighborhood, school, church, workplace, and so on, I personally need to contribute time and effort according to my role and the expectations of those around me.

How to Communicate a Sense of Responsibility?

With students it is helpful to make a list of the agreements and expectations that the family or the school has for each individual. Some schools put out a statement of their rules and policies so children know what is expected of them. Those rules may actually be printed in the front of student planning guides that the school distributes each year. In the family, too, it is helpful to list those things that individuals are expected to contribute to keep your home running smoothly. It may be helpful to use the home as a familiar setting for thinking about responsibilities.

Here is an example of a list in its beginning stages. What do we do to make our home and family work? What is expected of each of us? Make a few notes, then you can write them on a separate sheet for posting for all parties to see.

Parents Typical Expectations

- Parents provide food, shelter, money, and sense of direction for the children.
- Encourage students to think through their own obligations.
- Assist with household chores, take reasonable care of clothes and toys, complete school and church assignments.
- What are my concerns about these expectations? In which areas do I need to improve to make me a more responsible member of my family and school?
- What steps must I take to improve my actions and show that I am a responsible person?

Lickona offers a working definition of responsibility: "Responsibility is an extension of respect. If we respect other people, we value them. If we value them, we feel a measure of responsibility for their welfare. Responsibility literally means 'ability to respond'. It means orienting towards others, paying attention to them, actively responding to their needs. Responsibility emphasizes our positive obligations to care for each other." (*Educating for Character: How Our Schools Can Teach Respect and Responsibility,* 1991, p 44)

He continues: "Responsibility is the active side of morality. It includes taking care of self and others, fulfilling our obligations, contributing to our communities, alleviating suffering, and building a better world." (p 68)

Being responsible, then, is not static but dynamic. Students in the learning community must be actively engaged in learning and must help other students to learn. Children must also understand that their actions, or inactions, have consequences in that they will be held accountable for a deed or misdeed. Just as society imposes sanctions for misbehavior or neglect of responsibility, we must also recognize and celebrate our actions and accept the consequences for what we do.

Challenges in Integrating Responsibility in the Classroom

A character education program that teaches responsibility must involve the local community in building a common language and common expectations.

Several states, including Indiana (1995), have developed a common core of beliefs and expectations for its citizens. Phi Delta Kappa's *Study of Core Values* (2000-2001), "found that there are a number of core values on which most people agree, including learning, honesty, cooperation, service to others, freedom, responsibility, and civility". (5)

Many teachers feel uncomfortable when embarking on a discussion of beliefs because religion may become part of the discussion, a natural consequence of a group discussion of how we become responsible people. It is important to understand that teaching about religion and teaching religion are two different topics. Students need to develop a historical context for belief systems. Every culture develops a belief system over time. Religious belief systems are an important part of any social system. Teachers are only helping students develop "perspective consciousness, ... and awareness of human choices" called for by Hanvey in 1976 to achieve global awareness (Kirkwood, 2001, p 11).

Efforts to integrate character education must be school-wide and community-wide. Although it is possible for one teacher to stress character and responsibility in his or her classroom, it is difficult to see fruition unless the whole school and community embrace such efforts. Indeed one teacher can have a tremendous influence in a child's life; however, to be truly effective on a larger scale, we must all work to model and encourage responsibility in whatever venue we encounter the child. Otherwise, "this lack of cohesiveness or school wide initiative dilutes the effectiveness of the systematic character curriculum" (Brooks & Goble, 1997, p 100).

In *Education is (not) a Spectator Sport* (Daggett & Kruse, 1997), the authors provide a "suggestion for how a character-instilling education program can be implemented within a framework of local definitions and goals" (p 265). Their procedures model those discussed above and conclude:

> *In the process, students should be able to describe and compare their own cultural and ethnic differences, search for a niche for their own immediate and extended families within society as a whole, and come to an understanding of universal rights and responsibilities within this context (p 266).*

Personal responsibility and social responsibility are both emphasized in the character qualities listed by the Indiana General Assembly in the 1995 citizenship legislation, which calls for "responsibility to self, family, and the community" (Indiana General Assembly, 1995). The family has a great effect on development of personal and social responsibility, especially for those early pre-school years so important in personality development. The child is exposed to social responsibility in the family setting in relating to other siblings and extended family members, neighbors, child-care providers, and in religious or other social gatherings. The old Swahili proverb that "it takes a village to raise a child" gives all of us a stake in helping children develop a sense of personal and social responsibility for their actions.

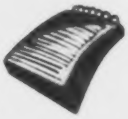
School Responsibilities

When children arrive at school, a new set of influences expands their sense of personal and social responsibility. Not only are they responsible for picking up their personal belongings, they are also held accountable for behavior in the group. To help encourage the growth of personal and social responsibility in the school community, teachers may try a variety of activities to foster development within their students. In some classrooms, students are allowed to share in developing rules of behavior and the consequences for misbehavior. Students have specific tasks or chores assigned that they are expected to do and know the results of not completing the tasks and the rewards that accompany successful completion of them.

Some students create classroom constitutions and aid in resolving issues that arise under the constitution. Students participate in school government that includes a process developed for redress of grievances. Across the years students have engaged in local and community events and service-learning activities to further expand their view of the breadth of their responsibilities.

Interaction and discussion seem critical to the process. Children need to examine the role of allegiances and resolving differences. "If educators fail to delve into motivational factors, character education can turn very authoritarian in practice. We must allow children to express, discuss, and explore the variety of motivations for moral behavior" (Glanzer, 2001, p 693).

Training for Responsibility - Six Steps



By following a routine, you can build a sense of responsibility in your students for the areas that you think are most appropriate. Here are six steps to follow to establish the kinds of behavior that will benefit your students.

1. Create an image.

Make sure that your students have a picture in their minds of the behavior you focus on. When they are finished playing a game, show them where to replace the material and what the storage area looks like when replaced and what the room looks like when the toys are put back.

2. Be an example.

Don't expect your students to do something that you don't do. If you want them to replace their things, make sure that you put away yours as an example. Your students need to see the desired behavior in daily action.

3. Practice one area at a time.

Children are easily distracted, so give them only one task at a time to focus on. The inclination of an adult is to present children with the entire list of obligations, and to say, "Get it done." All of us need to work on one behavioral change at a time. Just remember how hard it is to fulfill one New Year's Resolution, let alone ten of them.

4. Put it in writing.

"I didn't know I was supposed to do that," is the complaint of many students. They forget sometimes intentionally. So put the obligation in writing and post it for the students to see. If picking up materials is the objective, put a note up: Pick up materials and put away before you leave. Then no one can say they didn't know.

5. Praise appropriate behavior.

"You're a responsible kid." "Way to go!" These praises bring about change more quickly than do shouts of criticism. Let your students know you notice they are becoming responsible and like it.

6. Repeat.

More than mere patience is needed. Changing behavior requires numerous repetitions. It's a principle of learning that to fix a behavior, the learner has to learn and then relearn. "OK, Henry, let's see again what a neat room looks like after you pick up your things and put them where they belong."

Resources to Aid in Teaching the Concept of Responsibility

Numerous resources exist to help teach responsibility. They range from the philosophical to practical teaching techniques. Here are some samples:

Thomas Lickona's *Educating for Character: How Our Schools Can Teach Respect and Responsibility* (1991) offers a good foundation for teaching character education and specific character qualities within the school.

Two works by Barbara Lewis, *The Kid's Guide to Social Action: How to Solve the Social Problems You Choose and Turn Creative Thinking into Positive Action* (1991) and *Kids with Courage: True Stories About Young People Making a Difference* (1992), both offer practical application of personal and social responsibility through social actions for students in grades 4-12. Similarly, Barbara Lewis published *The Kid's Guide to Service Projects: Over 500 Service Ideas for Young People Who Want to Make a Difference* (1996), which provides both individual, classroom and community projects.

The Character Education Partnership (http://www.cep.org) is a national organization that helps parents, schools and local communities in developing character education. The group offers publications, training initiatives, and evaluation instruments for effective character education work.

The Character Counts! Coalition (http://www.character.org), sponsored by the Josephson Institute, promotes the Six Pillars of Character on a community-wide basis:

- trustworthiness
- respect for others
- responsibility
- fairness
- caring
- citizenship

This multi-faceted approach includes all community stakeholders in the promotion and projection of character.

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Lesson Planning - Teaching and Learning about Responsibility

The sections that follow are designed to assist the teacher in presenting responsibility as a character attribute. These sections do not necessarily follow a lesson plan, rather, they give teachers the ideas and resources they can use to discuss, assign projects, send ideas home for family conversation and build a small library on the topic of responsibility.

Besides the typical classroom discussion material, there are World Wide Web references for children and for adults. These can be listed and distributed as sources of ideas. These resources will help children to learn that being responsible makes them feel good about themselves, and makes others respect and appreciate them. They allow children to search for ideas pertinent to themselves, take notes on specific topics, search web sites and the library for ideas that make sense to them.

In each section of this unit we have suggested several ways that ideas or resources in that section can serve teaching and learning.

Because children learn as much at home as they do at school, it is important, if not essential, to involve parents in teaching character to their children. Through take-home sheets parents will learn how they can reinforce and demonstrate positive character practices with their children. The take-home sheets for parents are full of tips for parents to consider in developing character. They also show parents what the children are learning in school.

How do Children Become Responsible Students?

When Mr. Lovell finished resealing my asphalt driveway, he said with pride: "That's the best I can do. Can't ask a fellow to do more than his best."

As he worked, he explained to me the difference between water-based sealers and petroleum-based sealers; why it was important to fill cracks in the driveway; how I could use a mix from a home improvement store to shore up a crumbling area at the edge of the driveway. I could tell that Mr. Lovell saw these explanations as part of his being a responsible resealing contractor.

What about your students? What are the responsibilities of being a student and how do we help prepare them? Here are a few responsibilities and related actions.

- Gain skill and knowledge
- Ask and answer questions
- Pay attention in class
- What did you learn?
- Do assigned work
- What are today's assignments?
- Learn to choose desirable alternatives
- What are your options?
- Setting priorities
- What must be done first? Second?
- Personal goals: be a better student, improve grades, help others succeed
- How do you achieve this goal?
- Do you need any help?

These are merely samples of the responsibilities and the manner in which teachers and parents can discuss student responsibilities.

Self-Directed Learners

Parents can use questions like those above to encourage children to think about and to accept their responsibilities as students. Our goal in working through these details is to help children become self-directed learners and to build self-determination into their lives. When you ask children, "What do you need to do to achieve a goal?" you are asking your child to think ahead, to set priorities. Those valuable conversations with your children eventually establish a mind set in your child, a way of thinking that says:

1. I am responsible for becoming the student (or person) that I visualize.
2. I want to make choices that direct my studies, that direct my actions.

Across the years, we want our children to grow into self-directed learners. That means that they pursue the knowledge, the experiences and the skills that they need to reach their goals. For example, when a child says, "I want to become a teacher or a doctor," you always push them to find out what that means for their student years-- "What do you need to study and to learn to become a doctor?"

Accept the Consequences of Your Actions

One of the major principles of being a responsible person is to accept the consequences of your actions. Our decisions and actions lead to results.

Positive acts help people and situations. These acts often bring praise and personal satisfaction. That's why it is so important to compliment children when you notice them doing things that benefit school life. Make it a point to catch them doing good things.

Negative acts or an attitude of neglect weaken the school environment or result in poor grades or trouble at school. These acts result in a messy room or irritated people who express their frustration in negative talk or negative actions.

Compliments or reprimands are understandable reactions to the actions of your children. Talk to them about consequences. Help them see that they initiate a chain of reactions by what they do. They need to learn to accept responsibility for their actions. Reassure them, too, that you will help them understand and guide them towards actions that bring satisfaction and away from those that bring hurt and shame.

Goal Setting for Kids, The Long View

What makes responsible behavior important is not the fact that the child's room is clean, though some of us would do back flips for neat rooms. What makes these little things important is their long term effect on the way we fulfill our jobs and live our lives. Our classroom eventually becomes our work room. The habits we learn as children, we carry into adult life.

As best we can, then, we want to keep our children looking to the future. Until they have reasonable experience, it is difficult for children to look beyond the week or the month. Yet, goal setting plays a valuable role in the lives of children. Our desire is to get them to look ahead as far as they can so they see that their behavior will lead to desirable effects in the future.

Goals act like long range magnets that draw us toward the result. The more visual and concrete the goal, the more likely the magnetism will work.

Children often have a vague inclination of how the long range process works. Someone asks them what they want to be when they grow up. "I want to be a policeman when I grow up." At that moment, the child views the policeman as his hero.

The adult response should be: "What do you like about being a policeman? Do you know how to prepare for the job?" Thus the parent or the teacher uses those early opportunities to:

- Clarify the image of the hero
- Suggest that there are preparations for the job
- Get an immediate sense of the goal: "Let's ask that policeman what he does everyday."

In terms of adult goal setting, the process looks like this:

Immediate steps or actions to reach goal

____

____

____

Intermediate goals, e.g., education

____

____

____

Long term or life goals. (State these as concretely as you can. Picture your hero.)

____

____

____

For example, if my long-term goal is to carry out my obligations just like a policeman, what will I want to accomplish in the next 3-6 months (intermediate goals) and what will I do this week (immediate actions)? It always helps parents and children to write down these goals as magnets. They may change many times in the months and years ahead, but the process becomes established in the child's mind.

(Handout for Students)

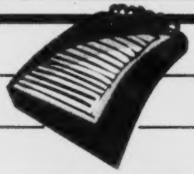
Where are you headed?

You may want to present students with a worksheet like the following:

- **Picture your goal.**

- **What are the school requirements?**

- **List the skills and knowledge you can gain now.**



(Letter for Parents)

Parents on Responsibility

Dear Parent,

At school we are working on activities that help develop good character. Recently we have been working on responsibility. Since we want children to do some tasks at home, your cooperation will be appreciated. Being responsible means:

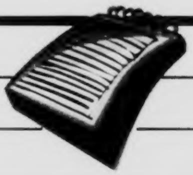
- Doing what you promised you would do.
- Doing what you are expected to do.
- Doing your best.
- Keeping on trying.
- Accepting consequences of actions

Please help your child feel good about being a responsible person. Here are some ways that you can show why people respect a responsible person:

1. Explain that a responsible person follows through on commitments. Let your child see that as they grow they will be trusted with greater freedom.
2. Praise them for behaving responsibly. Actually tell them that their responsible behavior means a lot to you.
3. Don't bring up past failures, but feel free to share your own convictions with your children.
4. When decisions seem complicated, be willing to talk with your children about those decisions.
5. Read stories together and discuss ways that characters display responsible behavior.
6. Turn to resources about character education. See http://eric.indiana.edu for ideas and resources.

If you find or develop helpful ideas for this topic, please share them with other parents and with us at school. Thank you for your help.

Sincerely,



(Handout for Parents)

Responsibility and Your Child

A sense of responsibility changes from year to year as your child develops. To make this more concrete, review the following list of activities where a child can show personal responsibility. Put a "+" in front of items your child already does, then go back through the list and put a > mark in front of those that you think should be the next steps for your child.

This list includes responsibility for self, for personal things, for the home environment, for school and for the community.

As you can see, some of these obligations are simple and some are more complex. The secret to changing a child's behavior is to start with simple tasks, establish the behavior and then move to another task.

There is no fixed sequence to any of these matters. Perhaps you should start with an area that irritates you most when your child doesn't act responsibly. If you get bent out of shape when toys and games are left lying all over the room, that would be a good place to start.

Personal Care

__ Brushes teeth without parent reminder
__ Washes hands after toilet and before meals
__ Eats reasonable diet
__ Other

Orderly Room

__ Puts clothes where directed
__ Cleans room as directed
__ Makes own bed
__ Other

Toys and Games

__ Returns toys to storage area
__ Picks up game material when finished
__ Plays games during designated time periods
__ Other

Care for House, Neighborhood

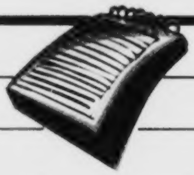
__ Carries dishes to sink
__ Closes doors and windows
__ Wipes up own spills
__ Cleans cooking dishes
__ Other

Money

__ Saves for personal purchases
__ Accounts for money
__ Earns some money through chores
__ Other

School Work / Church Work

__ Brings assignments & announcements home
__ Finishes homework in a timely manner
__ Prepares for tests as needed
__ Keeps parents informed of progress
__ Other



Historical Figures Who Exemplify Responsibility

Eleanor Roosevelt (1884-1962), American First Lady & humanitarian, modeled civic and national responsibility as a social activist. When Franklin D. Roosevelt was elected president in 1932, the country gained another great leader - his wife, Eleanor, who became America's most influential First Lady. She changed the perception of what a First Lady could do, working tirelessly for human rights, civil rights and women's rights. Eleanor felt a responsibility to serve. She believed that the United States was her country. Throughout the White House years, everything she did, she did with a sense of power and responsibility. Her belief that "what one has to do usually can be done" helped Roosevelt pave the way for the women who would follow her. Eleanor was also a civil rights activist. While First Lady, she went on nationwide lecture tours, and held over 350 press conferences for women reporters only. She championed domestic civil rights for all groups, pushed for better housing in all communities, and advocated more influence for members of her gender. In 1946 she was elected chair of the UN's Human Rights Commission and she helped draft the UN Universal Declaration of Human Rights. Her integrity, her graciousness, and her sincerity of purpose endeared her personally to many people.

Booker Taliaferro Washington (1856-1915), born a slave in Hale's Ford, Virginia, and deprived of any early education, went on to become America's foremost black educator of the early 20th Century. Since it was illegal for a slave to learn to read and write, Washington received no formal education. After the Civil War, he worked several manual jobs in West Virginia. Eager to get an education, he traveled five hundred miles by foot to attend the Hampton Normal Agricultural Institute, which had been established to train black students as teachers and tradesmen. Samuel Chapman Armstrong, the founder, and the institution he created were to become the one great influence in Washington's life. Armstrong believed in work, study, hygiene, morality, self-discipline and self-reliance in large amounts. The Institute was not a place for slackers. Washington graduated with honors and went on to teach Native Americans. In 1881, he was hired as principal by the Alabama school that under his leadership would become the Tuskegee Institute. Washington consistently emphasized individual responsibility. He thought that gaining the values of individual responsibility, the dignity of work, and the need for enduring moral and spiritual character were the best means for former slaves to assume their rightful place in America. And the best way to do this, he argued, was to encourage business and industry, and not through political agitation. He is famous for a speech in Atlanta in which he urged blacks to accept their social position, but to educate and train themselves for a higher position through economic independence. Washington believed that political power was a responsibility to be achieved rather than a right that must be granted.

C. S. Lewis (Clive Staples Lewis) (1898 - 1963), an English author, was born in Belfast, Ireland. Indeed, C.S. Lewis is hailed as one of the greatest Christian philosophersof the 20th century. He was a tutor and lecturer at Oxford University, and later Professor of Medieval and Renaissance English Literature at Cambridge University. In the judgement of many, he is the most popular and most effective explainer and defender of the Christian faith writing in English in the 20th century. Lewis spent decades studying many civilizations - including the Ancient Egyptian, Old Norse, Ancient Jewish, Babylonian, North American Indian, Hindu, Ancient Chinese, Roman, Christian, Greek, Australian Aboriginal, Anglo-Saxon, Stoic, and Ancient Indian and identified eight objective values which they held in common. One of eight cornerstone values Lewis discovered was Responsibility. Lewis was one of our greatest modern thinkers about the responsibility of adults in educating the young.

Websites on Responsibility for Students

Definition of Responsibility.
http://www.easd.k12.pa.us/character/
monthlytraits/Responsibility.htm
http://www.wylie.k12.tx.us/programs/chared/
Responsibility%20Char.Ed.htm
These two sites contain a short list of ways you can exhibit the trait of responsibility.

Stories about Responsibility.
Adventures from *The Book of Virtues*.
http://www.pbs.org/adventures/Storytime/
responsibility.htm
Lots of interesting stories! You can write stories about your own life, read stories from other kids and experience some of the best stories from around the world. There are some of your favorite puzzles and games in a treasure chest to play!

Good Rules to Follow.
http://www.mead.k12.wa.us/EVER/
responsibility.html

http://www.geocities.com/siukai82/responsiblity.htm
Responsibility requires self-discipline so that your tasks are accomplished. Its value is also linked to that of respect. Understanding and practicing the principles will help to make you mature and able to take charge of yourself and your conduct.

Some Thoughts of Kids for Kids on Responsibility.
http://www.ba.k12.ok.us/main/Character%20Grows
/Responsibility/responsibility%20kids/rability.html

http://library.thinkquest.org/J001709/thinkquest_
values/3responsibility/responsibility_frameset.html
This site defines responsibility, the word in other languages, and a folktale. Fun, interactive site.

Thoughts on Responsibility.
http://www.sierracanyon.com/school/character/
responsibility.html
This site contains an explanation of what it means and some quotations about this trait. Learn more about responsibility by reading *The Aspen Declaration* here.

Books on Responsibility for Students

Grades K-4

BARTON, Byron. (1993). ***The Little Red Hen.*** HarperCollins. ISBN 0060216751. The little red hen finds none of her lazy friends willing to help her plant, harvest, or grind wheat into flour, but all are eager to eat the bread she makes from it.

BUNTING, Eve and HIMLER, Ronald. (1997). ***A Day's Work.*** Clarion. ISBN 0395673216. When Francisco, a young Mexican-American boy, tries to help his grandfather find work, he discovers that even though the old man cannot speak English, he has something even more valuable to teach him.

STEIG, William. (1986). ***Brave Irene.*** Farr, Straus & Giroux. ISBN 0374309477. Plucky Irene, a dressmaker's daughter, braves a fierce snowstorm to deliver a new gown to the duchess in time for the ball.

TEAGUE, Mark. (1994). ***Pigsty.*** Scholastic. ISBN 0590459155. When Wendell doesn't clean up his room, a whole herd of pigs comes to live with him.

WARD, Lynd. (1952). ***The Biggest Bear.*** Houghton Mifflin. ISBN 0395148065. Johnny goes hunting for a bearskin to hang on his family's barn and returns with a small bundle of trouble.

Grades 5-7

CREECH, Sharon. (2000). ***The Wanderer.*** Harper Collins. ISBN0060277300. 13 year old Sophie and her cousin Cody record their transatlantic crossing aboard the Wanderer, a forty-five foot sailboat, which, along with uncles and another cousin, is en route to visit their grandfather in England.

CUSHMAN, Karen. (1995). ***The Midwife's Apprentice.*** Clarion. ISBN 0395692296. In medieval England, a nameless, homeless girl is taken in by a sharp-tempered midwife, and in spite of obstacles and hardship, eventually gains the three things she most wants: a full belly, a contented heart, and a place in this world.

FREEDMAN, Russell. (1987). ***Lincoln: A Photobiography.*** Clarion. ISBN 0899193803. Photographs and text trace the life of the Civil War President.

GARDINER, John. (1980). ***Stone Fox.*** Crowell. ISBN 0690039832. Little Willie hopes to pay the back taxes on his grandfather's farm with the purse from a dog sled race he enters.

LOWRY, Lois. (1993). ***The Giver.*** Houghton Mifflin. ISBN 0395645662. Given his lifetime assignment at the Ceremony of Twelve, Jonas becomes the receiver of memories shared by only one other in his community and discovers the terrible truth about the society in which he lives.

NAYLOR, Phyllis Reynolds. (1991). ***Shiloh.*** Atheneum. ISBN 0689316143. When he finds a lost beagle in the hills behind his West Virginia home, Marty tries to hide it from his family and the dog's real owner, a mean-spirited man known to shoot deer out of season and to mistreat his dogs.

Grades 8-12

BAUER, Joan. (1998). ***Rules of the Road.*** Putnam's. ISBN 0399231404. Sixteen-year-old Jenna gets a job driving the elderly owner of a chain of successful shoe stores from Chicago to Texas to confront the son who is trying to force her to retire. Along the way Jenna hones her talents as a saleswoman and finds the strength to face her alcoholic father.

HINTON, S. E. (1967). ***The Outsiders.*** Viking. ISBN 0670532576. The struggle of three brothers to stay together after their parents' death and their quest for identity among the conflicting values of their adolescent society.

PATERSON, Katherine. (1991). ***Lyddie.*** Puffin. ISBN 0140349812. Impoverished Vermont farm girl Lyddie Worthen is determined to gain her independence by becoming a factory worker in Lowell, Massachusetts, in the 1840s.

VOIGT, Cynthia. (1981). ***Homecoming.*** Atheneum. ISBN 0689308337. Abandoned by their mother, four children begin a search for a home and an identity.

WILHELM, Kate. (1998). ***The Good Children.*** St. Martin's. ISBN 0312179146. Four children in Oregon hide their mother's death for fear of being sent to foster homes. Eventually, they are forced to report her disappearance. A lawyer is appointed and falls in love with the eldest daughter who narrates the tale.

Websites on Responsibility for Parents

Money and Kids: A Parental Guide to Teaching Financial Responsibility
By Paula Hogan
http://www.hoganfinancial.com/publications/webaaii94.html
Knowing how to use money wisely is a critical skill that is best learned starting at a young age. Imparting this knowledge is an issue many parents wrestle with.

Helpful tips for teaching responsibility with chores.
http://www.positivelearning.com/choretip.htm
By giving your children chores to do, you are not only teaching them to be productive members of the family but you are also teaching them responsibility. Get children involved with the process of choosing which chores to do! This will encourage your child and give the feeling of self importance.

Teach your Child about Responsibility
http://www.agctr.lsu.edu/4hcritters/PAR_RESPONSIBLITY.htm

http://www.agctr.lsu.edu/4hcritters/images/parentsa.htm

Responsibility. Stories and Parents Guide.
Adventures from *The Book of Virtues.*
http://www.pbs.org/adventures/PTMenu/respons.htm
Responsibility is an important element of all our relationships with each other. These stories will help your child understand that acting responsibly means understanding that his/her behavior affects other people, and accepting the consequences of his/her own behavior. There's also a place for you to ask questions about your child.

Teaching Children Responsibility.
http://www.hopeandhealing.com/child7.htm

Teaching children responsibility.
http://ksks.essortment.com/responsibilityc_mbw.htm

Responsibility can and must be taught. Being responsible is an attitude as well as a skill. Teach your child now.

Child Raising Advice: responsible children.
http://ms.essortment.com/childraisingad_resp.htm
Steps at every age of your child's development to follow to ensure that you are raising a caring and responsible child.

Helping Your Child Learn Responsible Behavior with activities for children
Edited by Theodor Rebarber
http://www.kidsource.com/kidsource/content/behavior.html#honesty
Our children deserve to learn important lessons from us and to acquire important habits with our help. They need help in learning what matters to us. We want our children to grow up to be responsible adults. We want them to learn to feel, think, and act with respect for themselves and for other people. We want them to pursue their own well being, while also being considerate of the needs and feelings of others.

Stages of Responsibility.
http://www.sarasotachurch.org/responsi.htm
Practical Suggestions for Responsibilities You Can Expect Your Child to Begin at Specific Ages

Responsibility's Meaning
http://connectcommunity.org/responsibility_means.html
Responsibility is a social value, part of the compact that makes living in a shared world possible. Individual responsibility is the habit of seeing oneself in relation others and to the future. Some say responsibility is the flip side of having individual rights: for most, it's about making life better.

Parent's Guide to Responsibility.
http://www.fortdodge.org/charactercounts/guide.htm

Some suggestions for activities that teach Responsibility.
http://character.sketches.unl.edu/booklet.htm

Parent Handout.Helping Children Become Responsible
http://www.extension.umn.edu/distribution/familydevelopment/components/6961_10.html

The responsible child: How to teach responsibility (Ages 6 to 8)
by Mary VanClay
http://www.parentcenter.com/refcap/parenting/raising/3810.html

Websites on Resposibility for Teachers

Lesson Plan: Responsibility - Six Pillar Shuffle.
Texans Building Character
http://fcs.tamu.edu/tbc/txlessonplans/responsibility.htm

Being Responsible.
Teaching Guide for Grades K-5.
http://www.goodcharacter.com/YCC/BeingResponsible.html

Are you a responsible Person?
Teaching Guide for Grades 7-12.
http://www.goodcharacter.com/ISOC/Responsibility.html

Responsibility and Sport.
http://www.goodcharacter.com/Responsibility5.html

Teaching Responsibility in the Classroom.
http://www.agctr.lsu.edu/4hcritters/teach_RESPONSIBLITY.htm

Middle School Lesson Plan: Be Responsible.
http://info.csd.org/staffdev/chared/Lessons/middle/middle.html

Character Education Lesson Plans.
http://www.svusd.k12.ca.us/character/Responsibility.htm

List of Activities by Grade Level.
http://www.cune.edu/stjohn/k-responsibility.htm

Getting at the Truth: Who should take responsibility for our history?
Grades 9-12
http://www.pbs.org/homeland/educators3.html

Hard Work.
Grade Level 1
http://www.ncpublicschools.org/nccep/lp/lp99d.html
Grade Level 1-Owl Predator Feeding Game
http://www.ncpublicschools.org/nccep/lp/lp99a.html
Grades 8-12
Responsibility is the center focus of this 4-5 week unit, which incorporates four disciplines: Computer Science, English, Mathematics, Social Studies, and to a lesser extent, Science. It focuses on personal, community, and global responsibilities.
http://edweb.sdsu.edu/courses/EDTEC596/Units/Respon/Responsibility.html

Teaching Children Responsibility.
Responsibility is the result of a learning process, of being cared for, of learning to care for others.
http://www.hopeandhealing.com/child7.htm

Learning Activities on Responsibility.
http://connectcommunity.org/responsibility_means.html
Grades 3-5
http://www.charactered.net/preview/lessons/responsibility-35.asp

Responsibility
You will find the definition of responsibility, find out about the benefits of responsible behavior and four levels of responsibility.
http://www.geocities.com/siukai82/responsiblity.htm

Creative Activities on Responsibility.
from Center for Character Development
http://www.charactercenter.com/act1/actResponsibility.htm

Helpful Tips for Teaching Responsibility with Chores.
Lee-Bee Chore Charts.
http://www.positivelearning.com/choretip.htm

A Great Web Site on Responsibility.
Meaning and importance of responsibility, many types of responsibilities, some examples, proverbs and maxims, steps to making responsible decisions, more quotes, action steps, and activities booklist.
http://www.k12.hi.us/-mkunimit/responsibility.htm

Basics for Teaching Responsibility to Elementary and Middle School Students
This site contains a definition, related words, and practical applications of the trait. A suggested reading list for elementary and middle school students is included. This site is a good

starting point for the development of activities, lessons, and discussions related to a character trait.
http://www.calvertnet.k12.md.us/instruct/responsibility.shtml

Being Responsible: Teaching Guide.
Grades K-5.
http://www.goodcharacter.com/YCC/BeingResponsible.html

Are you a responsible Person?: Teaching Guide.
Grades 7-12.
http://www.goodcharacter.com/ISOC/Responsibility.html

Responsibility and Sport.
http://www.goodcharacter.com/Responsibility5.html

ERIC Bibliography on Responsibility

ERIC annotated bibliographies add brief ideas to help with this topic. Many of the annotated articles are available in full text. See the Appendix for directions.

The following reports of research and classroom practice are summarized here from the ERIC database. For more information on articles in the database, or to find the full text of an article go to http://eric.indiana.edu to search the database. The numbers at the top of each reference enable you to go directly to the article that you seek.

AN: EJ605448
AU: Persico, Marilyn A.
TI: Our Responsibility Is Teaching Responsibility.
PY: 1996
SO: Middle School Journal; v28 n2 p39-42 Nov 96
DE: *Middle School Students; *Socialization; *Student Behavior; *Student Needs
AB: Describes five effective programs that address the socialization needs of students: (1) a Vice Principal's Action Committee; (2) an administrative dispute mediation program; (3) an interpersonal skills offering for sixth graders; (4) a conflict resolution guidance component to the discipline office; and (5) a school wide peer counseling assistance program. (DLH)

AN: ED430850
TI: The Social Studies Character/Citizenship Education Connection. Teaching Responsibility in the High School Social Studies Curriculum.
CS: North Carolina State Board of Education.
PY: 1997
AV: North Carolina State Board of Education, Division of Instructional Services, Language Arts/Social Studies, 301 N. Wilmington St., Raleigh, NC 27601-2825.
NT: For related document, "Building a Foundation for Citizenship," see ED 394 866.
PR: EDRS Price MF01/PC02 Plus Postage.
DL: http://orders.edrs.com

AN: ED430850
DE: *Citizenship Education; *Citizenship Responsibility; *Public Schools; *Social Studies
AB: This publication includes practical suggestions for emphasizing responsibility in social studies classes for grades 9-12, and is a companion to "Building a Foundation for Citizenship," which outlines steps for establishing a citizen/character education program in North Carolina public schools. Strategies for teaching the social studies strands "Economic, Legal and Political Systems" and "United States History" include intellectual exercises that require students to learn and make choices related to responsibility. Each of the strategies provides an example of a multidimensional learning experience, and is organized to include a goal, skills, the responsibility theme, a strategy, assessment, and resources. An appendix includes rubric models and traits for the National Civic Standards and Responsibilities of School Personnel. (MM)

AN: ED417798
TI: Activities for Teaching Responsibility: Teaching Responsibility in the Elementary School Curriculum.
CS: North Carolina State Dept. of Public Instruction, Raleigh.
PY: 1997
PR: EDRS Price MF01/PC03 Plus Postage.
DL: http://orders.edrs.com/

AN: ED417798
DE: *Class Activities; *Elementary School Curriculum; *Learning Activities; *Responsibility
AB: The activities in this book are idea starters for teaching about responsible behavior. The activities provide opportunities to discuss and reflect on personal and group responsibilities during daily activities in ordinary, familiar situations at home, school, in neighborhoods and communities. The ideas can be adapted and used appropriately in primary to upper elemen-

tary classes, with the discretion of the teacher and the needs of the students guiding how the activities are used in the classroom. The following components are included for each activity: (1) activity overview, a brief description outlining suggested steps to follow; (2) literature connection, a list of books on related topics to use in integrating instruction; (3) "ways I can use this idea," an opportunity for teachers to identify ways they can incorporate the suggested activities in existing lessons or units and to adapt to individual and class needs. Selected activities also include handout masters, copy ready masters to support the activities. Example titles of activity units are: (1) "Recipes for Responsible Behavior"; (2) "Times When We Act Responsibly"; (3) "Behaviors that Bug Me"; (4) "Turn Over a New Leaf"; (5) "Room Responsibilities"; and (6) "Oops! Your Irresponsibility is Showing!" There are 26 activity units in all. (EV)

AN: EJ547059
AU: Lickona, Thomas
TI: Teaching Respect and Responsibility.
PY: 1996
SO: Reclaiming Children and Youth: Journal of Emotional and Behavioral Problems; v5 n3 p143-51 Fall 1996
NT: Special theme issue on "Kids and Conscience."
DE: *Change Strategies; *Ethical Instruction; *Social Development; *Student Responsibility; *Youth Problems
AB: Argues that the surge of violence by youth arises from a national crisis of character. Proposes that schools join families, churches, and communities in instilling universal ethical values. Outlines a comprehensive approach to character development and offers supporting research and practical examples of schools that implement these principles. (RJM)

AN: EJ540256
AU: Brown, David W.
TI: Garbage Games A Unique Way to Enliven a Social Studies Class.
PY: 1996
SO: Social Studies; v87 n5 p224-27 Sep Oct 1996
DE: *Class Activities; *Creativity; *Educational Games; *Instructional Materials; *Learning Activities; *Teaching Methods
AB: Argues that with a little creativity and some scrounged materials, social studies teachers can construct interesting games and activities. Provides examples of games and a lesson plan teaching responsibility through a group construction. Profiles an instructional materials center that collects and distributes donated materials. (MP)

AN: ED395697
AU: Williams, Linda K.; and others
TI: Caring and Capable Kids: An Activity Guide for Teaching Kindness, Tolerance, Self Control and Responsibility.
PY: 1996
AV: Innerchoice Publishing, P.O. Box 2476, Spring Valley, CA 91979 (Activity book, $18.95; cassette tape of songs in this book by composer Linda K. Williams is also available).
PR: EDRS Price MF01 Plus Postage. PC Not Available from EDRS.
DE: *Ethical Instruction; *Interpersonal Competence; *Interpersonal Relationship; *Moral Values; *Values Education
AB: With the purpose of developing caring and capable children, this book offers teachers and counselors a collection of over 75 activities as teaching and guidance tools. Characteristics of caring and capable children, which reflect the development of empathy, compassion, assertiveness, and self discipline, are described. The activities are grouped into the following eight developmental units: (1) kindness; (2) tolerance; (3) respect; (4) service to others; (5) responsibility; (6) self control; (7) peer pressure; and (8) ethical decision making. The first component of each unit is a short story that embodies the unit theme, followed by questions to facilitate an exchange of reactions to the story. Also following each story is a sheet for students to record their personal responses to the story

and similar situations that they may have experienced. The subsequent four or five activities in each unit are designed as small group discussions, called "sharing circles." Their purpose and the process of their implementation are described in the introductory chapter. In addition, four to six class activities are included in each unit. The final component of each unit consists of song lyrics that relate to the theme of the unit, and reinforce the lessons learned from the unit. Adaptations to activities are suggested for younger students, and may also be made to suit different ability levels, cultural backgrounds, and interests of students. BAC)

AN: EJ519081
AU: Pauly, Lynn; and others
TI: Know When to Say No.
PY: 1995
SO: Learning; v24 n2 p12-14,16 Sep 1995
DE: *Parent Teacher Cooperation; *Student Behavior: *Student Responsibility; *Teacher Expectations of Students; *Teacher Student Relationship; *Values Education
AB: Describes one elementary teacher's experience when a minor event (a student forgetting to bring a permission slip and lunch for a field trip) resulted in a major class lesson in responsibility. Another teacher and a social worker present their perspectives on the situation and provide suggestions for teaching responsibility. (SM)

AN: ED389642
AU: Schilling, Dianne
TI: Getting Along: Activities for Teaching Cooperation Responsibility Respect.
PY: 1993
AV: Innerchoice Publishing, P.O. Box 2476, Spring Valley, CA 91979.
PR: EDRS Price MF01 Plus Postage. PC Not Available from EDRS.
DE: *Conflict Resolution; *Decision Making; *Interpersonal Communication; *Peace; *Problem Solving
AB: This book provides activities to introduce or reintroduce students to conflict resolution skills in a deliberate, enjoyable fashion and to elevate their awareness of each person's responsibility to create a cooperative environment wherever they may be. Interdependence is a central theme as is the awareness that dissent and conflict are natural and productive elements in society. Activities are grouped into seven topic areas with accompanying handouts. The topic areas include: (1) "Appreciating Dif-ferences"; (2) "Communicating Effectively"; (3) "Developing Friendship Skills"; (4) "Helping and Being Helped"; (5) "Including Others"; (6) "Re-solving Conflict"; and (7) "Working Together."(EH)

AN: ED366425
AU: Grossnickle, Donald R.; Stephens, Ronald D.
TI: Developing Personal and Social Responsibility. A Guide to Community Action.
CS: National School Safety Center, Malibu, CA.
PY: 1992
AV: National School Safety Center, Pepperdine University, 24255 Pacific Coast Highway, Malibu, CA 90263 ($9).
PR: EDRS Price MF01/PC05 Plus Postage.
DL: http://orders.edrs.com/
DE: *Citizenship Education; *Social Responsibility; *Student Responsibility; *Values Education
AB: Noting that much is known about teaching and learning personal and social responsibility but little is incorporated into the K 12 curriculum, this book is intended for parents and educators as a guide to helping children develop personal and social responsibility, especially as it relates to behavior in school. Part 1 of the book consists of five chapters: (1) "Making Responsibility Education a Priority at Home and School"; (2) "Teaching Responsibility"; (3) "Exploring the Meaning of Personal and Social Responsibility"; (4) "Setting Goals for Learning To Be Responsible"; and (5) "Parents and Schools: Co Partners in Teaching Responsibility." Part 2 consists of one chapter that provides examples of model practices in

teaching personal and social responsibility, while the single chapter that makes up part 3 describes 16 exemplary programs, resources, and references for parents, schools and the community. Six appendixes contain a sample teaching unit from the Character Education Institute, a sample responsibility lesson from the Home School Institute, a description of a responsible student from a high school department, a letter from a teacher to parents on course responsibility, a sample parent student handbook, and a list of responsibility oriented elementary school behavioral expectations. (MDM)

AN: EJ455182
AU: Blair, William
TI: Give Class Jobs Clout.
PY: 1992
SO: Learning; v21 n2 p86 Sep 1992
DE: *Classroom Techniques; *Student Responsibility
AB: Presents one teacher's classroom techniques for teaching responsibility through real world learning experiences. Wall charts rotate everyday jobs. Students apply for challenging jobs. A lottery system determines who gets favorite jobs. Students vote on who organizes special events.

AN: ED337451
AU: Lickona, Thomas
TI: Educating for Character. How Our Schools Can Teach Respect and Responsibility.
PY: 1991
AV: Bantam Books, 666 Fifth Ave., NY, NY 10103 ($22.50).
PR: Document Not Available from EDRS.
DE: *Controversial Issues Course Content; *Moral Values; *Student Responsibility; *Values Education
AB: Drawing from research, this book examines the current state of moral education, and asks how schools can foster the moral development of children. Following a preface, the book is divided into three parts. The first part is entitled "Educating for Values and Character" and contains four chapters: (1) The Case for Values Education; (2) Educating for Character: Why Schools Need Help from Home; (3) What Values Should Schools Teach? and (4) What is Good Character? Part Two, "Classroom Strategies for Teaching Respect and Responsibility," includes an introduction to parts two and three: "Teaching Respect and Responsibility: The Big Ideas" as well as 11 chapters: (5) The Teacher as Caregiver, Model, and Mentor; (6) Creating a Moral Community in the Classroom; (7) Moral Discipline; (8) Creating a Democratic Classroom Environment: The Class Meeting; (9) Teaching Values through the Curriculum; (10) Cooperative Learning; (11) The Conscience of Craft; (12) Encouraging Moral Reflection; (13) Raising the Level of Moral Discussion; (14) Teaching Controversial Issues; and (15) Teaching Children to Solve Conflicts. The final section, "Schoolwide Strategies for Teaching Respect and Responsibility," contains five chapters: (16) Caring beyond the Classroom; (17) Creating a Positive Moral Culture in the School; (18) Sex Education; (19) Drugs and Alcohol; and (20) Schools, Parents, and Communities Working Together. An appendix, "Getting Started and Maintaining Momentum," is included. (LL)

AN: EJ408172
AU: Guyton, Jane M.; Fielstein, Lynda L.
TI: Student Led Parent Conferences: A Model for Teaching Responsibility.
PY: 1989
SO: Elementary School Guidance and Counseling; v24 n2 p169-72 Dec 1989
DE: *Parent Teacher Conferences; *Student Leadership; *Student Responsibility; *Student Role
AB: Describes program in which elementary school students lead parent teacher conferences, shares authors' experiences with the student led conferences, and discusses how the process has fostered student responsibility. Describes results of informal study that support the student led conference. (NB)

AN: ED306644
AU: Lane, William C., jr.
TI: The Discipline of Discipline.
PY: 1989
NT: Paper presented at the Annual Meeting of the National Association of Secondary School Principals (New Orleans, LA, February 24-28, 1989).
PR: EDRS Price MF01/PC01 Plus Postage.
DE: *Discipline; *Participative Decision Making; *Policy Formation; *School Effectiveness; *StudentResponsibility
AB: The discipline of discipline is the cornerstone upon which educators should build the other disciplines. Teaching responsibility for one's actions must stand beside the teaching of writing, reading, and arithmetic. Discipline cannot be mastered when stifled with negative reward systems and punishment. This paper describes a comprehensive discipline policy developed by Dunbar Middle School in Fort Meyers, Florida, a racially mixed, lower middle class community. In fall 1985, a committee comprised of the assistant principal, several teachers, and a guidance counselor drafted a discipline plan based on choices and consequences (adapted from Lee Canter's discipline system). The plan outlines acceptable and unacceptable behavior and positive and negative consequences. Since students choose their behavior, they must have clear, concise guidelines, combined with fair and consistent consequences. All teachers follow the same system of three warnings, sending a notice to parents on the third warning. Students are sent to a time out room on their fourth and each subsequent decision to disregard a rule. The time out room is a place where students examine their behavior, explore options, and strengthen their skills in basic content areas. Other program features are explained at length. Data collected during three consecutive school years suggest that the new plan has been very effective in fostering responsible behavior choice. Discipline referrals dropped from 316 to 169 between February 1986 and February 1988. Discipline is no longer equated with punishment, but is a regular part of the school's curriculum. (MLH)

AN: EJ269788
AU: Pendergrass, R. A.
TI: A "Thinking" Approach to Teaching Responsibility.
PY: 1982
SO: Clearing House; v56 n2 p90-92 Oct 1982
DE: *Behavior Patterns; *Classroom Communication; *Decision Making; *Student Responsibility; *Student Teacher Relationship; *Teacher Role
AB: Outlines a procedure for teaching students to be responsible. Argues that the procedure can not only promote personal growth in students but free time for teachers to assist students who need extra help. (FL)

Honesty

Action Steps
Activities
Books
Websites

Synonyms

truthful
trustworthy
genuine
veracity

Definition

Honesty is telling the truth – in other words, conforming our words to reality. **Integrity** is conforming our reality to our words – in other words, keeping promises and fullfilling expectations.

–Steven R. Covey, *The Seven Habits of Highly Effective People: Restoring the Character Ethic,* 1989, p.195.

Honesty remains one of the most hotly debated topics, whether in the halls of justice or the tenets of religions. We expect citizens to be honest and truthful; we profess honesty as "the best policy"; yet we see blatant examples of dishonesty in some of our public figures. How then can we help to foster honesty in our children? These questions and others are explored in this essay (1) Why honesty?; (2) What does it mean to "be honest"?; (3) What does honesty look like in the classroom, or the community?; (4) What resources are available to help in addressing this important character quality?

In our U.S. history, we are exposed to heroes such as George Washington and Abraham Lincoln, both U.S. Presidents revered for their honesty. Yet we must also acknowledge administrations of other U.S. Presidents marred by less-than-honest activities, including Ulysses S. Grant, Richard Nixon, and Bill Clinton. How do we, as a people, present these contradictions in the highest office of our democracy? Honesty is one of the key qualities that separates these presidents. So how do we encourage honesty as a quality for our children to develop?

Why honesty?

Truth or honesty is widely recognized among democratic societies as a necessary component for survival. Without the foundation of truth or honesty, there would be no trust in anyone or anything. The very fabric of society would be torn because there would be nothing on which one could rely. No laws or justice system would exist or be enforced; the law of the bully would be the ruling order and each would be subject to the capricious whims of those who retain their power out of fear. Although many works of fiction have explored this concept, and certain authoritarian governments have tried to rule with this tenet of power, social reality teaches us that some degree of truth, honesty, and trust is important for our world to function.

Honesty, trust and truth are concepts developed in the early years as the child learns to rely on caregivers for food and comfort. If the care is sporadic, the child learns distrust and is often insecure. As the child matures, these concepts are reinforced or diminished by further experiences in the community, the school, and the larger society. There are some societies where mistrust is fostered and a paranoia and suspicion exist among its members; however, for most of the world societies, there is a degree of honesty, trust and truth fostered among its members.

Phi Delta Kappa's Study of Core Values listed honesty as second among the seven identified by its members as "a number of core values on which most people agree" (2000). The James F. Ackerman Center for Democratic Citizenship at Purdue University similarly lists both truth and justice among their seven democratic core values (www.ackerman.purdue.edu).

The Chicago Public Schools' Office of Schools and Programs includes honesty and truthfulness in their Character Education Initiative "A Rainbow of Character" (http://www.chicagopublicschools.edu).

Among many of the world societies and religions, the concepts of honesty, truth and trust appear. Each is steeped in their individual history and beliefs, but these core beliefs come through for the stability of society.

What does it mean to "be honest"?

Schoolchildren around the world learn of "Honest Abe" Lincoln, the 16th President of the United States, and the man with whom the adjective "honest" is most associated in this country. Legends abound about his honesty in word and deed, whether paying off a debt for a ruined book he had borrowed, or walking miles to school to learn, or studying long hours by lamplight to absorb as much knowledge as he could. These legends astound school children and are intended to teach moral lessons of integrity, perseverance, and honesty. But legends of people long gone are not enough.

There must be discussions relevant to the child's world that exemplifies honesty as well. The "Giraffe Project" (http://www.giraffe.org) focuses on ordinary "heroes" who have been recognized for their accomplishments. Those honored as "giraffes" are willing to "stick their necks out for others," both in word and deed. Honesty is a basis of recognition as those "giraffes" are honest to themselves and others. They oftentimes take unpopular positions in order to improve the quality of life for others and make policy makers aware of a difficult challenge in their local community. They are willing to educate and advocate for others whose voices are often not heard. They are willing to show by example. They characterize the courage of "to thine own self be true," in the words of William Shakespeare.

What does honesty look like in the classroom or the community?

Consider these acts of honesty:

- not stealing others' property
- taking credit for own efforts
- accepting credit or blame for one's work
- telling the truth
- returning too much change from the store
- respect for self and others

- obeying rules and work guidelines
- admitting one's own error
- trustworthy, keeping secrets

Children must experience everyday lessons in honesty and realize that honesty encompasses more than truth telling. Modeling throughout the school community is a necessity. Character education programs are most effective when the community embraces them. The multifaceted approach of character education is thus reinforced in whatever environment the children find themselves. Examples of the honest individual can be found in both fiction and nonfiction, allowing students to explore collectively or individually, what honesty entails.

How to Motivate Students?

A concern often expressed by parents and philosophers about the inclusion of character education in the classroom and school community is that of "promoting lists of virtues that serve a political agenda or are justified primarily on political grounds" (Glanzer, 2001, p. 693). No such intent is included in character education. To continue the concern expressed by Glanzer:

> If educators fail to delve into motivational factors, character education can turn very authoritarian in practice. We must allow children to express, discuss and explore the variety of motivations for moral behavior. Teachers could aid in this process by creating a community of inquiry in the classroom that allows the discussion of deeper philosophical and religious issues that relate to ethics. In this way, students may discuss reasons to be virtuous and choose those that are more convincing than political or cultural pressure (2001, p. 693).

What resources are available to help in addressing this important character quality?

Numerous resources exist to help teach this concept. They range from the philosophical to the practitioners' teaching strategy orientation. The following offerings are only a beginning on the teachers' continuing quests for resources.

Thomas Lickona. *Educating for Character: How Our Schools Can Teach Respect and Responsibility* (1991) was published a decade ago but offers a good foundation for teaching character education and specific character qualities within the school. Lickona notes:

"Dealing honestly with people - not deceiving them, cheating them, or stealing from them - is one basic way of respecting them. So is fairness, which requires us to treat people impartially and not play favorites." (p. 45)

Barbara Lewis. *The Kid's Guide to Social Action: How to Solve the Social Problems you Choose - and Turn Creative Thinking into Positive Action* (1991) and *Kids with Courage: True Stories about Young People Making a Difference* (1992), offer practical application of personal and social responsibility through social actions for students in grades 4-12. Similarly, Barbara Lewis published *The Kid's Guide to Service Projects - Over 500 Service Ideas for Young People Who Want to Make a Difference* (1996), which provides both individual, classroom and community projects.

The Character Education Partnership (http://www.cep.org) is a national organization to help parents, schools and local communities in developing character education with children. The group offers publications, training initiatives, and evaluation instruments for effective character education work.

The Character Counts! Coalition (http://www.character.org) is sponsored by the Josephson Institute and promotes the Six Pillars of Character (trustworthiness, respect for others, responsibility, fairness, caring and citizenship) on a community-wide basis. This multifaceted approach includes all community stakeholders in the promotion and projection of character.

References

http://www.ackerman.purdue.edu The James F. Ackerman Center for Democratic Citizenship, Purdue University.

http://www.character.org Character counts! Coalition of the Josephson Institute.

http://www.chicagopublicschools.edu The Chicago Public Schools, Character Education Initiative "A Rainbow of Character".

Covey, S.R. 1989 ***The Seven Habits of Highly Effective People: Restoring the character ethic.*** (NY, NY: Fireside).

http://www.giraffe.org The Giraffe Project.

Glanzer, P. 2001 "Exit interviews: Learning about character education from post-Soviet Educators." ***Phi Delta Kappan, May, 691-693.***

Lickona, T. 1991 ***Educating for character: How our schools can teach respect and responsibility.***
(New York, NY: Bantam Books).

Phi Delta Kappa. (2000-2001.) "Ethical leadership camps nurture young leaders." ***News, Notes and Quotes,*** Winter, 5.

Teaching and Learning about Honesty

The sections that follow are designed to assist the teacher in presenting and discussing honesty as a character attribute. These sections do not necessarily follow a lesson plan. Rather, they give teachers the ideas and resources they can use to discuss, assign projects, send ideas home for family consideration and build a small library on the topic of honesty.

Whether the subject of honesty is approached indirectly (Who knows what Barbara Jordan is known for?) or directly (Here are three historic figures known for their honesty.), the information in this unit will serve as a quick reference to begin the discussion.

Unlike traditional lesson plans, this is not a step-by-step procedure for moving through a particular sequence. But teachers have in this unit numerous options for the study and discussion of honesty as a character trait. Besides the typical classroom discussion material, there are World Wide Web references for children and adults. These can be listed and distributed as potential sources of ideas, or they can be assigned to students who will search them and report back on the potential benefits of the web sites that were explored.

Children, like most learners, learn most effectively when they become involved in the subject. These resources allow them to search for ideas that are pertinent to themselves, take notes on specific topics, bring their families into the picture by bringing home ideas and materials, or search web sites and the library for the kinds of ideas that make sense to them. In each section of this unit, one or two ways are suggested that the ideas or resources in that section can serve the teaching and learning of the topic.

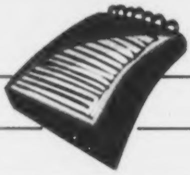
(Handout for Parents)

Ben Franklin reminds us: "Honesty is the best policy."

If honesty is so important, how do we develop a sense of honesty in children? Consider these techniques:

1. Keep asking questions of children to clarify a situation.
    - Are you sure? Tell me again how it happened.
    - Give me more details. Will Jacob's mother be home?
    - How will you get the answers if you do not understand?
2. Praise your children when they tell the truth, especially in difficult situations. "You did the right thing. Thanks for making me proud of you."
3. Talk about honest and dishonest acts as they occur around you: "How awful for Mrs. Jones to have her wedding ring stolen. I wonder who the low-life thief was?"
4. In schoolwork encourage your children to do their best. That is all you expect. They don't have to cheat because then it is not their work, not their best. "I'm proud of you and you must be proud of yourself because you are doing your best work."
5. Do not tolerate petty theft. "I want you to return the grapes that are left. Then apologize to Mrs. Allen for taking grapes from her yard without her permission."
6. In your child's mind build an image of an honest person: "You are a fine, honest person. You get better all the time and your teachers and friends are glad to have you around."

Franklin, Benjamin (1706-1790), American printer, author, diplomat, philosopher, and scientist, whose many contributions to the cause of the American Revolution (1775-1783), and the newly formed federal government that followed, rank him among the country's greatest statesmen.

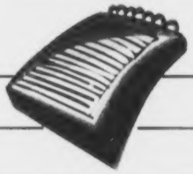


(Handout for Students)

Honesty in Other Languages

See if the class can pronounce these words that stand for honesty. Then come up with words in other languages.

Chinese	*cheng* *shi*	Sincere, true, honesty; to make sincere Solid, substantial, hard, real, true.
French	*honnêteté*	Characteristics of a person or a behavior which shows conformity to rules of morality, probity or loyalty.
German	*ehrlichkeit*	Honesty, honorable dealing, fairness.
Hawaiian	*kupono*	Upright, honest; ku means to stand; pono means goodness, uprightness, morality.
Japanese	*makoto*	To make what you say happen or to do what you say.
Korean	*jin shil*	Right and straight; integrity; an honest person fears neither the light nor the dark.
Spanish	*honradez*	Honest, integrity, uprightness.
Tagalog	*katapatan*	Being fair, upright and just in all aspects of personal behavior.



Historical Figures Who Exemplify Honesty

George Washington (the 1st President, 1789-1797) led the 13 colonies through the Revolutionary War, then served two terms as first president of the United States, during which time his ideals of liberty and democracy set a standard for future presidents and for the whole country. Washington's fame for honesty, of course, is based on the tale of his confession to his father that he had cut down his father's favorite cherry tree. While history may not bear out this folktale, Washington's life is a study in honesty, modesty, courage, and integrity.

Abe Lincoln (the 16th President) (1861-1865), and from this position firmly and fairly guided the nation through its most perilous period. Among the many virtues which Lincoln exemplified in high degree, there is none for which he is so well known as his honesty. This reputation was earned early in his career, when an "idle and dissolute" business partner abandoned him with an enormous debt. Lincoln did not try to shirk or avoid the debt, but rather acknowledged his responsibility, and then harnessed himself to a life of patient frugality and hard work in order to pay it off, earning himself the nickname, "Honest Abe." This reputation for honesty was reinforced many times thereafter as he led our country through the terrible period of the American Civil War.

Barbara Jordan (1936-1996) was a remarkable Congresswoman and a model for honesty in politics. She was a politician who worked hard for what she believed in. Jordan was known until her death as a candid umpire of the political game–one of the few national figures to possess the stature, independence and nerve required for declaring when and where the rules of ethics had been breached. She was accustomed to being the first black to do a number of things. The Washington Post once described Jordan as "the first black woman everything" –only a slight exaggeration. She was the first black woman in the Texas Senate; she was the first black woman from the South to serve in Congress; she earned her Bachelor of Law Degree; and she got the nation's highest civilian honor, the Presidential Medal of Freedom in 1994 for being "the most outspoken moral voice of the American Political System".

Cochise Shi-ka-she (1812-1874) was chief of the Chiricahua group of Apache in Arizona. Around 1850 he inherited the leadership of the Chiricahuas from his father. The Chiricahua chief had often expressed his great regard for those who displayed two attributes: courage and devotion to the truth. Nobody exhibited both more persistently and dramatically than did Cochise himself. He scorned a liar. He held to a simple philosophy about the truth: "A man has only one mouth and if he won't tell the truth he [should be] put out of the way." He clearly had a great instinct for the truth and a keen capacity for distinguishing deceit and falsehood.

Websites on Honesty for Students

By searching for information and ideas on the Web, students may find ways that they can help themselves or bring back some of the interesting points that they have uncovered. This kind of personal exploration always intrigues students, as does the possibility of playing some of the games that sometimes appear on websites for students.

Definition of Honesty.
http://www.wylie.k12.tx.us/c_and_i/chared/Honesty%20char.%20ed.htm

A Fun Site about Honesty.
http://library.thinkquest.org/J001709/thinkquest_values/6honesty/honesty_frameset.html
A fun animated site gives the definition of honesty, the word in other languages, and a folktale about the value of honesty.

Some Thoughts on Honesty by Kids for Kids.
http://www.ba.k12.ok.us/main/Character%20Grows/Honesty/Honest%20Kids/honkids.htm

Lesson on Honesty (1st Grade).
http://www.charactered.net/preview/lessons/choosesound.asp
Learn what honesty is and how you can be honest.

Thoughts on Trustworthiness.
http://sierracanyon.com/school/character/trustworth.htm
Being trustworthy is another way to say you show honesty. Learn more about being honest.

Honesty for Grades K-5.
http://characterworks.com/elementarypages/honesty.html
This site features the definition of the trait, links to biographical sites of people who exhibited the trait, and a mini poster to download and print. The people listed are George Washington, Abraham Lincoln, and Pinocchio.

Great Website on Honesty.
http://www.k12.hi.us/~mkunimit/honesty.htm
Describes the meaning and importance of honesty, great reasons to tell the truth, some examples, heroes and heroines, proverbs and maxims, tips for being more truthful, more quotes, action steps and community service ideas and activities, and a booklist on honesty.

Quotes on Honesty.
http://www.josephsoninstitute.org/quotes/quotetruth.htm

Honesty Pays.
http://www.school-for-champions.com/character/honesty.htm
This site gives an explanation of how being honest can benefit you; also refers to truth, dishonesty, integrity.

Adventures from The Book of Virtues.
http://www.pbs.org/adventures/PTMenu/honesty.htm

Books on Honesty for Students

Consider having students share the ways in which issues of honesty occur in these books. Perhaps a classroom library of these and other titles that bear on honesty can be the source of a regular exchange of ideas as long as honesty is the featured character trait. Children might want to share these books with their family members and bring back thoughts from members of their families.

K to Grade 3

ANDERSON, Hans Christian. (2000). ***The Emperor's New Clothes: A Tale Set in China***. Candlewick. ISBN 0763601195. Two rascals sell a vain Chinese emperor an invisible suit of clothes.

COLLODI, Carlo and YOUNG, Ed. (1995). ***Pinocchio***. Philomel. ISBN 0399229418. The adventures of a talking wooden puppet whose nose grows whenever he tells a lie.

DEMI. (1990). ***The Empty Pot***. Henry Holt. ISBN 0805012176. When Ping admits that he is the only child in China unable to grow a flower from the seeds distributed by the Emperor, he is rewarded for his honesty.

HOBAN, Russell and HOBAN, Lillian. (1970). ***A Bargain for Frances***. HarperCollins. ISBN 0060223294. Thelma usually outsmarts Frances until Frances decides to teach her a lesson about friendship.

SHARMAT, Marjorie W. and MCPHAIL, David M. (1978). ***A Big Fat Enormous Lie***. Dutton. ISBN 0525265104. A child's simple lie grows to enormous proportions.

Grade 4 to 7

BAUER, Marion Dane. (1986). ***On My Honor***. Clarion. ISBN 0899194397. When his best friend drowns while they are both swimming in a dangerous river that they had promised never to go near, Joel is devastated and terrified at having to tell both sets of parents the terrible consequences of their disobedience.

BAWDEN, Nina. (1992). ***Humbug***. Clarion. ISBN 0395621496. When eight year old Cora is sent to stay next door with the seemingly pleasant woman called Aunt Sunday, she is tormented by Aunt Sunday's mean-spirited, deceitful daughter, but finds an ally in Aunt Sunday's elderly mother.

FITZHUGH, Louise. (1964). ***Harriet the Spy***. Harper & Row. ISBN 0060219106. Eleven year old Harriet keeps notes on her classmates and neighbors in a secret notebook. When some of the students read the notebook, they seek revenge.

FLETCHER, Ralph. (1997). ***Spider Boy***. Clarion. ISBN 0395776066. After moving to another state, seventh grader Bobby deals with the change by telling people at school made up stories and then retreating into his world of pet spiders and books about spiders.

FOX, Paula. (1984). ***One-eyed Cat***. Scarsdale. ISBN 0027355403. An eleven year old shoots a stray cat with his new air rifle, subsequently suffers from guilt, and eventually assumes responsibility for it.

Grade 8 to 12

AVI. (1991). ***Nothing but the Truth: A Documentary Novel***. Orchard. ISBN 0531059596. A ninth grader's suspension for singing "The Star Spangled Banner" during homeroom becomes a national news story.

KOLLER, Jackie F. (1998). ***The Falcon***. Atheneum. ISBN 0689812949. While running from the truth to escape painful memories of losing his eye, seventeen year old Luke gets himself into a series of dangerous situations.

MORROW, James. (1990). ***City of Truth***. St. Martin's Press. ISBN 031207672X. Jack leads a rather routine life as a "deconstructionist," destroying old works of art, until his beloved son contracts a rare disease. Jack must now somehow learn to lie if, as he comes to believe, lying is the only way to give Toby enough hope to effect a cure.

PEARSON, Mary E. (2001). ***Scribbler of Dreams***. Harcourt Brace. ISBN 0152023208. Despite her family's long feud with the Crutchfields, seventeen year old Kaitlin falls in love with Bram Crutchfield and weaves a tangled web of deception to conceal her identity from him.

VECCHIONE, Patrice. (2001). ***Truth and Lies: An Anthology of Poems***. Henry Holt. ISBN 0805064796. An anthology of poetry about truth and lies from different cultures.

Websites on Honesty for Parents

Teaching honesty can improve teenage years

By Joyce Hulett.
http://archive.showmenews.com/2000/Dec/20001214Life001.asp
Answers for Questions from parents about how to teach the child to be honest.

Teaching Honesty

By Kathleen Belanger, Project Director
http://www.sfasu.edu/aas/socwk/reach/honesty.htm
The five steps in learning honesty.

Looking at Values: Honesty

http://www.parentingpress.com/val_honest.html

Honesty. Adventures from The Book of Virtues.

http://www.pbs.org/adventures/PTMenu/honesty.htm
Honesty encompasses truthfulness on many levels, including honesty with others as well as with oneself. The stories in this episode help teach some of the values of being honest, as well as the consequences of being dishonest.

Stages of Honesty

By Evin O'Ryan.
http://www.lightconnection.org/articles/honesty.htm
One way to look at honesty is that it develops in four stages. In this model, the stages are (1) Natural Honesty, (2) Dishonesty, (3) Artificial Honesty, and (4) Refined Honesty. To become a unified being, you must travel through all four stages.

"THEFT TALK" Counseling Service Inc.

http://www.thefttalk.com/Prop
Many parents know their child will be taught about drugs, alcohol or sex, but interestingly enough, we find the topic of theft is often left out of this list. Just by reading this document you, as a parent or guardian, are taking the right step to help prevent theft activities in your child's life.

Do Children Understand What Stealing is All About?

Author: Marie Helen Goyetche
http://www.suite101.com/article.cfm/early_childhood_education/49439
At one time or another, most young children will take something that doesn't belong to them. They believe everything is theirs. As adults we call it stealing, but do children really perceive it as such?

Teaching Life Lessons through Sports: Honesty.

by Dr. Michael Simon
http://www.sikids.com/sportsparents/psychology/simon2.html

Some suggestions for activities that teach honesty & trustworthiness

http://character.sketches.unl.edu/booklet.htm

The honest child: How to teach honesty (Ages 6 to 8)

by Mary VanClay
http://www.parentcenter.com/refcap/parenting/raising/3764.html

Websites on Honesty for Teachers

Teachers are always searching for new approaches to engage their students. These websites open the door to quick and free ideas that teachers will find useful.

Honesty. Character Education Resource for Elementary Students.
A Character Building Education Resource for Schools, Families, and Communities...
Character really works!
http://www.characterworks.com/elementarypages/honesty.html

Honesty. Character Education Resource for Secondary Students.
A Character Building Education Resource for Schools, Families, and Communities...
Character really works!
http://www.characterworks.com/secondary.html#anchor467277

7 Lesson Plans on Honesty.
Grade Levels: 3-12
SVUSD Character Education
http://www.svusd.k12.ca.us/character/Honesty.htm

Aligned Lesson: Honesty.
Multicultural Lesson Plans
http://204.98.1.2/passport/lessonplan/lessons/honesty.html

Honesty is the Best Policy.
Grade Level: 2

Focuses on using multicultural literature.
http://www.trinity.edu/departments/education/SACK/ coreunit2.htm

Honesty-Key to Your Character.
Grade Level: Middle and High School
http://www.scps.k12.fl.us/curriculum/index.cfm?fuseaction=honest1

Honesty-Key to Your Character.
Grade Level: Elementary
http://www.scps.k12.fl.us/curriculum/index.cfm?fuseaction=chared

Honesty Pays.
Explanation of how being honest can benefit you. Also refers to truth, dishonesty, and integrity.
http://www.school for champions.com/character/honesty.htm

Honesty - Character Trait.
Character Corner at Evergreen Elementary School.
http://www.mead.k12.wa.us/EVER/honesty.htm

Honesty - Lesson.
Grade Level: 1
From the Character Ed.Net.
http://www.charactered.net/preview/lessons/honesty k2.asp

Expansive Site on Honesty.
Definition of the trait, advice on how to be honest, proverbs and maxims, more quotes about honesty, heroes and heroines, action steps and community service ideas, 8 great reasons to tell the truth, 10 tips for being more truthful, and a booklist.
http://www.k12.hi.us/~mkunimit/honesty.htm

Honesty & Trustworthiness
This site contains a definition of honesty, related words, and practical applications of the trait. A suggested reading list for elementary and middle school students is included. This site is a good starting point for the development of activities, lessons, and discussions related to a character trait.
http://www.calvertnet.k12.md.us/instruct/honesty.shtml

ERIC Bibliography on Honesty

ERIC annotated bibliographies add brief ideas to help with this topic. Many of the annotated articles are available in full text. See the Appendix for directions.

The following reports of research and classroom practice are summarized here from the ERIC database. For more information on articles in the database, or to find the full text of an article go to http://eric.indiana.edu to search the database. The numbers at the top of each reference enable you to go directly to the article that you seek.

AN: ED430666
AU: Christesen, Barbara
TI: Learning about Honesty, Grades K-2. [Videotape with Teacher's Guide.]
PY: 1998
AV: Sunburst Communications, Inc., 101 Castleton St., Pleasantville, NY 10570; Tel: 800-431-1934 (Toll Free); Fax: 914-747-4109 (Order No. 268903, $59.95 plus $6 shipping/handling; CA and NY residents must add sales tax).
NT:Videotape not available from ERIC.
PR: Document Not Available from EDRS.
DE: *Honesty; *Values Education
AB: This teaching guide and video comprise a program intended to help young children begin to understand how to tell the difference between right and wrong, and decide what is the honest thing to do in a puzzling situation. The first half of the guide presents an overview of the "Learning about Honesty" program, including questions for children to think about before viewing the program video and a synopsis of the video. Suggested follow up activities as well as suggestions for generating bulletin board materials are included, as is a 14 item bibliography. The 2nd half of the guide presents activity sheets or "Think Pages," and take-home pages for creating a small book, in English and Spanish versions. The guide concludes with a script of the video. The 17 minute video presents four short, realistic vignettes about children who must choose between honest and dishonest courses of action. By identifying with the characters and familiar situations, children will be better able to understand the value of honesty and the importance of being truthful with themselves and others in order to become a responsible person. (HTH)

AN: ED421474
AU: Seng, SeokHoon; Siang, Low Meow; Wei, Tan Tai
TI: Value Orientation of Singapore Adolescents Towards Truthfulness, Justice and Compassion.
PY: 1998
NT Paper presented at the Annual Conference of the Educational Research Association (Singapore, November 23-25, 1998).
PR: EDRS Price MF01/PC01 Plus Postage.
DL:http://orders.edrs.com/
DE:*Adolescents; *Honesty; *Justice; *Moral Values; *Student Attitudes
AB: This study examined the value orientation of Singapore adolescents toward the three fundamental values of truthfulness, justice, and compassion. A random sample of 315 secondary school students from 4 schools in Singapore (135 males and 180 females) completed a questionnaire, and a select sample of 19 students completed interviews about their perspectives and orientation toward truthfulness, justice, and compassion. The study also examined the effects of family, school, daily activities (including social activities), and the mass media on the values of the adolescents, and it noted gender differences related to value orientation. Each value orientation was tested on three moral concepts. Truthfulness focused on sincerity, honesty, and promise keeping. Justice focused on moral rightness, equity, and fairness. Compassion focused on mercy, care and concern, and benevolence. The questionnaires and interviews asked students to make moral judgements about certain scenarios. Analysis of the data obtained from both the survey and interviews revealed the following: Singapore adolescents were generally truthful, just, and compas-

sionate, but if caught in a moral dilemma of choice between truthfulness and compassion, most showed little or no compassion; families and schools significantly affected the adolescents' fundamental value orientation. Students spent about 3-4 hours daily with television and newspapers; and females were more compassionate than males, but both sexes were equally truthful and just. (Contains 75 references.) (SM)

AN: ED418429
AU: Wilde, Susie
TI: Book Characters Who Inspire Character Development: Models of Respect, Responsibility, Honesty and Caring in Current Children's Books.
PY: 1998
NT Paper presented at the YMCA of the USA National Child Care Conference "YMCA Child Care: We Build Strong Kids, Strong Families, and Strong Communities" (Chicago, IL, April 23-26, 1998). Project supported by the Chapel Hill Carrboro YMCA amd Capital Area YMCA.
PR: EDRS Price MF01/PC01 Plus Postage.
DL: http://orders.edrs.com/
DE:*Characterization ; *Childrens Literature; *Fiction; *Reading Material Selection
AB: This annotated bibliography describes 52 current works of literature for children which have characters who inspire character development. The bibliography is divided into sections on: (1) Respect for the Self; (2) Respect for Others; (3) Respect for the Earth; (4) Responsibility; (5) Honesty; and (6) Caring. The bibliography concludes with a series of discussion questions about 12 different books. The questions come from the collaboration of children and adults who shared books in YMCAs across the country. (NKA)

AN: ED414227
AU: Kincher, Jonni; Espeland, Pamela, ed.
TI: The First Honest Book about Lies.
PY: 1992
AV: Free Spirit Publishing Inc., 400 First Ave. N., Suite 616, Minneapolis, MN 55401, tel: 612-338-2068 ($12.95).
PR: Document Not Available from EDRS.
DE:*Ethical Instruction; *Honesty; *Integrity; *Lying; *Values Education
AB: Readers learn how to discern the truth from lies through a series of activities, games, and experiments. This book invites young students to look at lies in a fair and balanced way. Different types of lies are examined and the purposes they serve and discussed. Problem-solving activities are given. An answer guide is provided for the included problems, questions and quizzes. The book concludes with a bibliography, index, and author vita. (MM)

AN: EJ552809
AU: Lee, Kang; Cameron, Catherine Ann; Xu, Fen; Fu, Genyao; Board, Julie
TI: Chinese and Canadian Children's Evaluations of Lying and Truth Telling: Similarities and Differences in the Context of Pro and Antisocial Behaviors.
PY: 1997
SO:Child Development; v68 n5 p924-34 Oct 1997
DE:*Cultural Differences; *Honesty; *Lying; *Moral Values; *Value Judgment
AB: Compared Chinese and Canadian 7, 9, and 11 year olds' moral evaluations of lie and truth telling in stories involving pro and antisocial behavior.The study found that Chinese children rated truth telling less positively and lie telling more positively in prosocial settings than Canadians. Both rated truth telling positively and lie telling negatively in antisocial situations. Findings suggest a close relation between sociocultural practices and moral judgment. (Author)

AN: EJ522273
AU: Urban, Hal
TI: Honesty Is Still the Best Policy. Teaching Strategy.
PY: 1996
SO: Update on Law Related Education; v20 n1 p39-43 Win 1996

DE:*Ethical Instruction; *Integrity; *Lying; *Reputation; *Social Values; *Values Education
AB: Presents a lesson plan that accentuates honesty as a central tenet of moral behavior. The first handout requires written answers to open ended questions based on the students' personal convictions. Subsequent handouts contain quotes, arguments, and "Six Reasons for Being Honest." A class discussion follows. (MJP)

AN: EJ481138
AU: Bond, Gwenda
TI: Honesty and Hope: Presenting Human Rights Issues to Teenagers through Fiction.
PY: 1994
SO: Children's Literature in Education; v25 n1 p41-53 Mar 1994
DE:*Adolescent Literature; *Childrens Literature; *Civil Liberties; *Literature Appreciation
AB: Provides description and analysis of numerous adolescent novels that all deal with human rights issues in a variety of cultures and national settings. Focuses on works by James Watson and Rachel Anderson. Claims that using such works honestly will foster in students a hopeful sense of motivation. (HB)

AN: EJ467977
AU: Popham, W. James
TI: Appraising Two Techniques for Increasing the Honesty of Students' Answers to Self Report Assessment Devices.
PY: 1993
SO: Journal of Personnel Evaluation in Education; v7 n1 p33-41 Jun 1993
DE:*High School Students; *Research Methodology; *Responses; *Student Reaction; *Test Validity
AB: Techniques for increasing honesty of student self report measures, the inaccessible coding system and the alphabet soup response form, were investigated in a study involving over 1,200 high school students. Both techniques were regarded favorably by students. Because both enhance anonymity, it appears that they could be used jointly. (SLD)

AN: ED353531
AU: Bean, Reynold
TI: Honesty, Perseverance & Other Virtues: Using the 4 Conditions of Self-Esteem in Elementary and Middle Schools.
AV: ETR Associates, P.O. Box 1830, Santa Cruz, CA 95061-1830 (Title #559 H8, $19.95).
NT:For related guides, see CG 024 748-751.
PR: EDRS Price MF01 Plus Postage. PC Not Available from EDRS.
DE:*Elementary School Students; *Ethical Instruction; *Ethics; *Self Esteem
AB: This book is about understanding ethics and morality. It is about helping children have higher self esteem by teaching them what makes them good, noble, special and worthy of respect from others as well as self respect. The appendixes provide a "who's who" that correlates with chapter 5, a 200 item list of biographies for children, and a checklist and lists of techniques related to building self esteem. (ABL)

AN: ED272533
AU: Brandes, Barbara
TI: Academic Honesty: A Special Study of California Students.
CS: California State Dept. of Education, Sac.
AV: Bureau of Publications, California State Department of Education, 721 Capitol Mall, P.O. Box 944272, Sacramento, CA 94244-2720 ($2.50).
PR: EDRS Price MF01 Plus Postage. PC Not Available from EDRS.
DE:*Cheating; *Questionnaires; *Self Evaluation Individuals; *Student Attitudes; *Teacher Attitudes
AB: A study was conducted in California to explore the extent of cheating, its relationship to personal and situational factors, and the actions of school personnel to promote academic honesty and responsibility. Questionnaires were completed by 1,037 6th graders, 2,265 secondary school students (mostly 11th graders), and 109 school staff members. 45 elementary schools and 105 high schools were sampled, representing the lowest, middle, and

highest scores on the California Assessment Program's mathematics tests. The three questionnaires are presented, with a summary of responses. The results indicated that the reported incidence of cheating was much higher among high school students than 6th graders who most often reported copying on tests and plagiarizing. High school students reported use of crib notes and copying during tests. About 93% of high school students reported seeing other students cheating on tests more than once. More cheating was reported by students from high-scoring schools, and students with lower grades cheated more. School staff reporting that cheating was a significant problem included 41% of secondary school staff and 3% in elementary schools. Appendices include the questionnaires and percentile responses. (GDC)

AN: EJ272129
TI: Honesty: A Teaching Supplement.
SO: American Educator: The Professional Journal of the American Federation of Teachers; v6 n4 p33-48 Win 1982
DE: *Ethical Instruction; *Instructional Materials; *Moral Values; *Values Education
AB: Provides selections from history, mythology, children's literature, current events, and journalistic accounts that may be used as classroom materials in teaching the value of honesty. Includes a bibliography of resources on honesty. (MJL)

Integrity

Synonyms

doing one's best
competence
self-esteem
self-confidence
self-efficacy
perseverance
pride

Definition

Several years ago a recruitment slogan of the United States Army declared: "Be all that you can be." Although it was intended to encourage young people to enlist in the Army, the statement captures the essence of "doing one's personal best."

Action Steps
Activities
Books
Websites

Why do we need to foster these attitudes toward personal accomplishment in children? How can we help children define their personal best and work toward achieving their best? What resources are available to help teachers and other community stakeholders in working with students to encourage them to strive toward their personal best? This essay explores these questions and offers some suggestions for addressing the issues.

Why do we need to foster these attitudes toward personal accomplishment in children?

As humans we deal with feelings and emotions. Our culture reinforces those feelings and emotions by the ways it responds to our actions. We may receive a pat on the back or a compliment for a job well done, or a disdainful look or we may be ignored. However the messages are delivered, children learn early that their feelings can be influenced by the actions of those around them.

Because we deal with the young and influence their development, we want to encourage them to become independent thinkers who reach their greatest potential. However, there is always the risk of failure and negative feelings may follow. How do we help children develop the "stick-to-it-iveness" needed to complete a task and to realize the only real competitor is within themselves? This is a very difficult question to address.

Abraham Maslow's theory of the hierarchy of basic human needs moves "from the most basic to the most complex" (Kellough and Kellough, 1996, 60), from the basic survival needs of food, shelter, and clothing to "self-actualization" needs. From his study of people such as Thomas Jefferson, Jane Addams, Eleanor Roosevelt, Abraham Lincoln (Brooks & Goble, 1997, p 19), Maslow concluded that few reach complete self-actualization but it is imperative to strive toward it.

> *Everyone needs a dream. Without a dream, we become apathetic. Without a dream, we become fatalistic. Without a dream and the hope of attaining it, society becomes our enemy. We educators must realize that some young people act in antisocial ways because they have lost their dreams. And we must realize that we as a society are partly responsible for that loss. Teaching is a noble profession whose goal is to increase the success for all children. We must do everything we can to achieve this goal. If not, we –society, schools, teachers, and students –will all fail* (Eitzen, 1992, p 590).

Viktor Frankl, a Jewish psychiatrist who survived the Nazi death camps, later discussed his experiences in *Man's Search for Meaning: An Introduction to Logo Therapy* (1984). Frankl's interpretation of psychology arose from the cataclysmic realization that he had lost everything but his life, and even that was subject to the whims of his persecutors, but he had not lost his dignity and the power to choose his response to his surroundings. Frankl related stories of survivors who walked through the camps spreading hope with their crumbs of bread and by carrying themselves with dignity. Frankl believed that one may not always choose the circumstances of one's life, but one can choose how he or she will react to those circumstances. Thus the goal, or the dream, or the push to meet the next challenge becomes most important to the individual. It is not competing against others that is vital but the individual striving to become all they can be and doing one's personal best.

Charles Haynes, noted First Amendment scholar, states… "schools certainly have a responsibility to teach how humanity has struggled with the great moral issues through the centuries" (Jones, 1998). "Students must be encouraged to be intellectually honest, to ground their discussion by gathering facts, to respect the religious significance attached to certain moral issues, and to remain humble before what they have yet to learn" (Ryan and Bohlin, 1999).

How can we help children in defining their personal best and work toward achieving that personal best?

Exposure to a wide variety of literature that illustrates character qualities helps children identify what qualities to emulate and how to overcome adversity to be successful. Discussion and reflective essays can help students clarify their own personal feelings.

Action is also important. "Children must learn that self-esteem isn't inborn but must be earned by doing something to be proud of, perhaps by becoming an Eagle Scout, volunteering at a food bank, or helping an elderly neighbor" (Hinds, 2000, p. 225).

From his own experience as a superintendent of Hudson Public Schools (MA), Berman notes, "...personal empowerment and increased sense of relevance of the curriculum that results from service learning improves academic performance, helps create a safer and more caring school culture, and nurtures ownership and pride in their community" (2000, p. 4). He further adds that service-learning "may be our best educational approach to teach responsible and participatory citizenship" (p. 4).

What resources are available to help teachers and other community stakeholders in working with students to encourage them to strive toward their personal best?

Consult with local Boys' Clubs and Girls' Clubs, 4-H, the local YMCA and YWCA, PTA, and other social and cultural clubs. These groups advocate youth enrichment and help. If there are no such organizations locally, investigate starting local chapters of those appropriate to your region.

Service-learning is a national and international movement that connects the academic curriculum with local service for community improvement. Every state in the U.S. and many countries in the world have service-learning programs. Contact the Corporation for National Service (http://www.cns.gov) to find ways of linking your students to local projects.

Thomas Lickona's *Educating for Character: How Our Schools Can Teach Respect and Responsibility* (1991), offers a good foundation for teaching character education and specific character qualities within the school.

Works by Barbara Lewis, *The Kid's Guide to Social Action: How to Solve the Social Problems You Choose –and Turn Creative Thinking into Positive Action* (1991) and *Kids with Courage: True Stories About Young People Making a Difference* (1992), offer practical application of personal and social responsibility through social actions for students in grades 4-12. Similarly, Barbara Lewis published *The Kid's Guide to Service Projects –Over 500 Service Ideas for Young People Who Want to Make a Difference* (1996), which provides individual, classroom and community projects.

The Character Education Partnership (http://www.cep.org) is a national organization to help parents, schools and local communities in developing character education with the children. The group offers publications, training initiatives, and evaluation instruments for effective character education work.

The Character Counts! Coalition (http://www.character.org) is sponsored by the Josephson Institute and promotes the Six Pillars of Character (trustworthiness, respect for others, responsibility, fairness, caring and citizenship) on a community-wide basis. This multifaceted approach includes all community stakeholders in the promotion of character.

The James F. Ackerman Center for Democratic Citizenship (http://www.edci.purdue.edu/ackerman/), Purdue University, uses seven core values, including justice, common good, individual rights and responsibilities, reasoned loyalty to one's country, truth, diversity, and equality of opportunity.

The Chicago Public Schools, Character Education Initiative (http://www.chicagopublicschools.edu), offers "A Rainbow of Character" highlighting caring, courage, courtesy, fairness, family pride, honesty and truthfulness, kindness and helpfulness, respect, responsibility, and the work ethic.

The Giraffe Project (http://www.giraffe.org) recognizes ordinary heroes, everyday people who "stick their necks out" for a cause or a belief.

References

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Lesson Ideas

A person of integrity always does his or her best because they know that they stand for something valuable. In a sense, integrity means your reputation with yourself.

Remember that Hamlet said: "To thine own self be true." He recognized that to have peace of mind, to sleep well at night, a person acts according to a set of personal values.

Discussion Questions/ Journal Notes

What are your basic values? What are the things you want other people to remember about your character?

Take your list of basic values and put them in order of importance to you. Which one is first? Which one is second?

How are you going to practice the value you listed first? Give examples.

Doing One's Best - Lesson Activity

Directions: Read this anecdote to your students and ask them to write their reactions in their journals. You may want to have the students share some of their thoughts after they have written.

Gary's mother took him to the "Y" so they both could get some exercise. After walking around the track with his mother, Gary picked up a basketball and tried to shoot some baskets. He didn't make many baskets and he looked really clumsy when he dribbled. He stumbled and his tongue was hanging out of his mouth as he concentrated on throwing the ball toward the hoop.

On another court next to Gary some athletic-looking boys were playing basketball. One of them stopped and pointed to Gary and got his friends laughing as he imitated Gary in stumbling and looking awkward as he pushed the ball on the floor. Gary saw that they were laughing at him and walked away. He was bigger than the boys who were laughing at him because he was in his late teens. But he couldn't do anything smoothly or easily. He was a Downs Syndrome child.

The next day Gary went to his job. He made beds in a motel along with a crew of people. He worked hard for his floor crew and enjoyed his job. They seemed to like having him with them. At the end of the day, the manager called all the motel workers together for a monthly meeting. He put his arm around Gary and announced that he had won the employee of the month award because they all agreed that he made beds better than anyone else. He took his award home and showed his mother. She made him a chocolate sundae to celebrate his winning this award.

[Now write your reactions in your learning journal.]

(Handout for Parents)

Doing One's Best

To get parents involved in building this character trait, feel free to copy the letter below and send it to the parents of your students.

Dear Parent,

Your child is involved in school activities that ask young people to think about good character and the decisions that they make to develop the attitudes and the actions of good citizens. Currently, we are working on "Doing One's Best."

Your help in this effort will encourage your child to participate positively. We are emphasizing doing one's personal best as different from competing with others and trying to win a competition.

As you watch television or read a book together, use those events as opportunities to discuss the value of doing the best a person can do, whether the activity is playing soccer or studying for a math quiz.

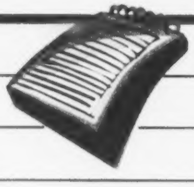
Here are some things you can do with your child:

- Talk about the difference between winning and the satisfaction of personal achievement
- Ask your child to describe his or her current best in any activity—music, sports, school, crafts—then compliment your child for that good effort.
- Explain that the word "integrity" is often used to describe a person who always seems to do his or her best.

Please feel free to share other ideas you may have so we can all benefit from your experience.

Thank you for your help and for your continued cooperation.

Sincerely,



Historical Figures Who Exemplify Integrity

Nolan Ryan (born in Jan. 31, 1947) is the greatest fastball or power pitcher of all time. The right hander won over 300 games and pitched an unrivaled seven no hitters. Nolan played all positions during 28 major league seasons (1966 - 93) with the New York Mets, California Angels, Houston Astros, and Texas Rangers. In addition to his prowess as a pitcher, Nolan Ryan has always maintained the highest reputation as a man of irreproachable character and integrity. In spite of the millions of dollars Ryan has made, he has always remained one of the last of the old time players, oblivious to the big money contracts, and with an eye only on the well pitched game. He has remained true to his principles no matter what temptations he encountered. He knew in his heart what was right and wrong for him. He knew that success at the expense of his integrity would be no success at all. He knew that he could never reach the highest level of achievement by means of shortcuts or compromises that violate his deepest values. He taught respect and dedication by the way he acted. That's why people remember the Ryan Express.

Robert E. Lee (1807-1870) considered by most authorities to have been the Confederacy's best general, was born and raised in his beloved Virginia. Robert was the fourth child of a Revolutionary War hero Henry "Light Horse Harry" Lee and Ann Hill Carter Lee. As sometimes happens in distinguished families, one member seems to fall heir to the best qualities of the previous generations and none of the flaws. So it was with Robert. From both the Carters and the Lees he inherited a handsome countenance. From his father came rare physical strength and endurance. The sense of duty that Harry had learned from George Washington was vividly imparted to his son Robert. From his mother he learned patience, control and discipline. Ann Carter Lee's gentleness was inherited by Robert, and his loving care of his ailing mother was the mainstay of her life.

Robert Lee's choice of a military career was dictated by financial necessity. He was accepted to the United States Military Academy and graduated second in his class, constantly gaining the admiration of his peers. But greater than his academic success was his record of no demerits while being a cadet which today has still not been equaled. After serving with distinction in the Mexican - American War (1845), he went on to serve with distinction in his native Virginia. Upon the outbreak of the Civil War he took command of the Army of Northern Virginia. His brilliance as a commander is legendary, and military colleges the world over study his campaigns as models of the science of war. That he held out against an army three times the size and a hundred times better equipped than his own was no miracle. It was the result of leadership by a man of exceptional intelligence, daring, courage and integrity. His men all but worshiped him. He shared their rations, slept in tents as they did, and, most importantly, never asked more of them than he did of himself.

Robert E. Lee spent his post war years educating young Virginians as President of Washington and Lee College and working for reconciliation among all Americans, displaying integrity, gallantry, humility, and above all, honor.

Oskar Schindler (1908-1974) An ethnic German, Schindler was born in Zwittau, an industrial city in Austria Hungary, what is now the province of Moravia in the Czech Republic. In December 1939, when the German Army occupied Poland, Oskar Schindler, never one to miss a chance to make money, marched into Poland on the heels of the SS. He dived headfirst into the black market and the underworld and soon made friends with the local Gestapo. His newfound connections helped him acquire a factory which he ran with the cheapest labor around: Jewish. At first he seemed like every other usurping German industrialist, driven by profit and unmoved by the means of his profiteering. In the pursuit of profit, Schindler becomes dependent on the Jews for their expertise and as he becomes dependent upon the Jews, Schindler begins to know them as human beings. They appear to be quite different from the Nazi propaganda's depiction of Jews as "vermin" and as "rats." Schindler has a financial investment in his Jewish workers, but at the same time he develops an investment in them as human beings.

Schindler was making money, but everyone in his factory was fed, no one was beaten, no one was killed. It became an oasis of humanity in a desert of moral torpor. As the brutality of the holocaust escalated, Schindler's protection of his Jewish workers became increasingly active. In the summer of 1942, he witnessed a German raid on the Jewish ghetto. Watching innocent people being packed onto trains bound for certain death, awakened something in him.

As the Russian army approached, the Nazi's tried desperately to complete their program of liquidation and sent all remaining Jews to die. But Schindler remained true to the "Schindlerjuden," the workers he referred to as "my children." After the liquidation of the Krakow ghetto and the transfer of many Jews to the Plaszow concentration camp, Schindler used his influence to set up a branch of the camp for Jewish workers in his factory compound in Zablocie and made his now famous list of the workers he would need for its operation. Near the end of the war, the Nazis ordered Schindler's factory in Poland closed, and his workers to be exterminated in the Auschwitz death camp. But Schindler made his list, a roll call of his Jewish employees, and bribed Nazi officers to allow the workers to be transferred to a factory he would open in his native Czechoslovakia. When hundreds of Jewish women who worked for Schindler were mistakenly shipped to Auschwitz rather than Czechoslovakia, he saved them. So by the end of the war he had spent everything he made on keeping 1,200 Jewish men and women alive. Schindler lost everything. He was penniless. Never again did he prosper.

Websites on Integrity for Students

Integrity.
Definition, related words, practical applications, and suggested reading.
http://www.calvertnet.k12.md.us/instruct/integrity.shtml

Academy of Achievement. Hall of Integrity.
Quotes from achievers who have remained true to their principles no matter what temptations they encountered.
http://www.achievement.org/autodoc/steps/int?index

Integrity for K-5th Grade Students.
This site defines the trait and includes links to bibliographical sites of the people who exhibited integrity.
http://www.characterworks.com/elementarypages/integrity.html

Integrity for 6-12th Grade Students.
This site defines the trait and includes links to bibliographical sites of the people who exhibited integrity.
http://www.characterworks.com/secondary.html#anchor472330

Personal Integrity and its Benefits.
This unit focuses on the importance of personal integrity in all areas of our lives. It emphasizes the link between the choices we make and the results that follow. Offers useful suggestions on how to maintain integrity in the face of difficulty.
http://geocities.com/siukai82/integrity.htm

Thoughts on Trustworthiness.
Here you will find the four enemies of integrity.
http://sierracanyon.com/school/character/trustworth.htm

Books on Integrity for Students

Here are books you and your students can read as a backdrop for discussions about integrity, doing one's best.

Kindergarten to Grade 3

De PAOLA, Tomie. (1989). ***Art Lesson.*** New York: Putnam. ISBN 039921688X. Having learned to be creative in drawing pictures at home, young Tommy is dismayed when he goes to school and finds the art lesson there much more regimented.

POLACCO, Patricia. (1992). ***Chicken Sunday.*** New York: Philomel Books. ISBN 0399221336. To thank Miss Eula for her wonderful Sunday chicken dinners, three children sell decorated eggs to buy her a beautiful Easter hat.

SOTO, Gary. (1992). ***Too Many Tamales.*** New York: Putnam. ISBN 0399221468. Maria tries on her mother's wedding ring while helping make tamales for a Christmas family get-together. Panic ensues when hours later, she realizes the ring is missing.

STEPTOE, John. (1987). ***Mufaro's Beautiful Daughters.*** New York: Lothrop, Lee & Shepard Books. ISBN 0688040454. Mufaro's two beautiful daughters, one bad-tempered, one kind and sweet, go before the king, who is choosing a wife.

Vá, Leong. (1991). ***A Letter to the King.*** New York: HarperCollins. ISBN 0060200790. When Ti Ying's father is put in prison, Ti Ying, his youngest daughter, is able to save him by writing and delivering a letter to the king.

Grade 4 to 7

BAUER, Marion Dane. (1986). ***On My Honor.*** New York: Clarion Books. ISBN 0899194397. When his best friend drowns while they are both swimming in a treacherous river that they had promised never to go near, Joel is devastated and terrified at having to tell both sets of parents the terrible consequences of their disobedience.

FOX, Pauls. (1984). ***One-Eyed Cat: A Novel.*** Scarsdale, NY: Bradbury Press. ISBN 0027355403. An eleven-year-old shoots a stray cat with his new air rifle, subsequently suffers from guilt, and eventually assumes responsibility for it.

FREEDMAN, Russell. ***Lincoln: A Photobiography.*** New York: Clarion Books. ISBN 0899193803. Photographs and text trace the life of the Civil War President.

MAGORIAN, Michelle. (1981). ***Good Night, Mr. Tom.*** New York: Harper & Row. ISBN 0060240784. A battered child learns to embrace life when he is adopted by an old man in the English countryside during the Second World War.

SISKIND, Leda. (1992). ***The Hopscotch Tree.*** New York: Bantam Skylark. ISBN 0553087150. In 1960, after moving to a new school, ten-year-old Edith Gold becomes the target of an older girl who claims to hate her because she is Jewish.

Grade 8-12

CHEN, Da. (19991). ***Colors of Mountain***. New York: Random House. ISBN 0375502882. A coming-of-age memoir filled with humiliation, revenge, vindication, and, ultimately, pride.

CROMIER, Robert. (1974). ***Chocolate War***. New York: Pantheon Books. ISBN 0394828054. A high school freshman discovers the devastating consequences of refusing to join in the school's annual fund raising drive and arousing the wrath of the school bullies.

LOWRY, Lois. (2000). ***Gathering Blue***. Boston: Houghton Mifflin. ISBN 0618055819. Lame and suddenly orphaned, Kira is mysteriously removed from her squalid village to live in the palatial Council Edifice, where she is expected to use her gifts as a weaver to do the bidding of the all-powerful Guardians.

PECK, Robert. (1972). ***A Day No Pigs Would Die***. New York: Knopf. ISBN 0394482352. To a thirteen-year-old Vermont farm boy whose father slaughters pigs for a living, maturity comes early as he learns "doing what's got to be done," especially regarding his pet pig who cannot produce a litter.

SALINGER, J. D. (1951). ***The Catcher in the Rye***. Boston: Little, Brown. ISBN 0316769533. A coming-of-age story that has fascinated youth and adults. A boy leaves his high school and roams around New York City talking to and arguing with various people about life and happiness. Coarse language.

Websites on Integrity for Parents

Personal Integrity and its Benefits.

This unit focuses on the importance of personal integrity in all areas of our lives. It emphasizes the link between the choices we make and the results that follow. Offers useful suggestions on how to maintain integrity in the face of difficulty.

http://geocities.com/siukai82/integrity.htm

Integrity.

Definition, related words, practical applications, and suggested reading.

http://www.calvertnet.k12.md.us/instruct/integrity.shtml

Academy of Achievement. Hall of Integrity.

Quotes from achievers who have remained true to their principles no matter what temptations they encountered.

http://www.achievement.org/autodoc/steps/int?index

Thoughts on Trustworthiness.

Here you will find the four enemies of integrity.

http://sierracanyon.com/school/character/trustworth.htm

Websites on Integrity for Teachers

Integrity.
Definition, related words, practical applications, and suggested reading.
http://www.calvertnet.k12.md.us/instruct/integrity.shtml

Integrity for K-5th Grade Students.
This site defines the trait and includes links to bibliographical sites of the people who exhibited integrity.
http://www.characterworks.com/elementarypages/integrity.html

Integrity for 6-12th Grade Students.
This site defines the trait and includes links to bibliographical sites of the people who exhibited integrity.
http://www.characterworks.com/secondary.html#anchor472330

Teaching Guide: Doing the Right Thing for Grades K-5.
Includes educational goals, discussion questions, student activities, writing assignments, home assignments and a letter to parents.
http://www.goodcharacter.com/YCC/DoingRight.html

Integrity for Grades 7-12.
Self-evaluation, discussion questions, writing assignments and student activities.
http://www.goodcharacter.com/ISOC/Integrity.html

Teaching Guide: Saying No to Alcohol and Other Drugs for Grades 5-9.
Includes educational goals, discussion questions, student activities, and writing assignments.
http://www.goodcharacter.com/BCBC/SayingNo.html

Thoughts on Trustworthiness.
Here you will find the four enemies of integrity.
http://sierracanyon.com/school/character/trustworth.htm

Personal Integrity and Its Benefits.
This unit focuses on the importance of personal integrity in all areas of our lives. It emphasizes the link between the choices we make and the results that follow. It offers useful suggestions on how to maintain integrity in the face of difficulty:
http://geocities.com/siukai82/integrity.htm

Importance of Integrity.
Why it is important, definition, implications, and development ideas.
http://www.info.com.ph/~tspeace/transsp_23.htm

Academy of Achievement. Hall of Integrity.
Quotes from achievers who have remained true to their principles no matter what temptations they encountered.
http://www.achievement.org/autodoc/steps/int?index

Integrity: Some Activities from the I CARE Program Manual.
http://www.usoe.k12.ut.us/curr/char_ed/pubs/icare/int.html

Activities by Grade Level.
http://www.cune.edu/stjohn/k-integrity.htm

Integrity Matters™!
Exciting new character video series for kids. Each video of the Integrity Matters! series takes one character trait and explores it in a fun and creative way with lots of repetition.
http://www.integrity-matters.com/home.html

Activities for Your Classroom.
http://www.williston.k12.sc.us/kees/charactered.html#integrity

ERIC Bibliography on Integrity

ERIC annotated bibliographies add brief ideas to help with this topic. Many of the annotated articles are available in full text. See the Appendix for directions.

The following reports of research and classroom practice are summarized here from the ERIC database. For more information on articles in the database, or to find the full text of an article go to http://eric.indiana.edu to search the database. The numbers at the top of each reference enable you to go directly to the article that you seek.

AN: ED437172
AU: Berger, Elizabeth
TI: Raising Children with Character: Parents, Trust, and the Development of Personal Integrity.
PY: 1999
AV: Jason Aronson, Publishers, Inc., P.O. Box 1539, Fort Lee, NJ 07024-1539 ($30). Tel: 800-782-0015 (Toll-Free); Fax: 201-840-7242.
PR: Document Not Available from EDRS.
DE: *Adolescents; *Child Rearing; *Children; *Integrity; *Parent Child Relationship; *Parents
DE: Emotional Development; Maturity Individuals; Moral Development; Personality Development; Student Motivation; Trust Psychology
AB: Based upon the view that character development is not by and large the result of special lessons, but is rather embedded in and the product of the child's growth, this book focuses on how the intimacy of the ordinary day stimulates and enhances the child's potential for morality, devotion, and idealism. The book identifies general themes in the intimate relationship between parents and children and shows how to support and enhance positive character development. Vignettes from everyday situations and cases from clinical practice are used to highlight typical issues concerning parents and illustrate treatment of troubled children and adolescents and their families. The book defines the parents' mission as learning to trust and enhance the child's emerging maturity rather than simply concentrating on behavior management. Organized chronologically, the book examines personality development from early childhood through adolescence while interspersing subjects that recur throughout development. Topics considered include the parent-child love relationship, parental authority and temper, building self-discipline, the typical "back and forth" pattern of development, emotional development, conscience development, materialism and emphasizing people, citizenship in school, student motivation, adolescent needs and fostering maturity, sexuality, and spiritual values. 12 references. (KB)

AN: EJ519625
AU: Hoffman, Joan
TI: The Challenge: Are You a Person of Integrity?
PY: 1995
SO: English-in-Texas; v27 n1 p8-9 Fall 1995.
NT: Published by the Texas Council of Teachers of English, English Dept., San Antonio College, 1300 San Pedro, San Antonio, TX 78212.
DEM: *Ethical Instruction; *Integrity
DER: Adolescents; Case Studies; Ethics; Moral Development; Secondary Education; Values; Writing Assignments
AB: Makes a case for teaching integrity in the classroom through writing assignments and case studies of ethical situations that teenagers would face in their daily lives. (TB)

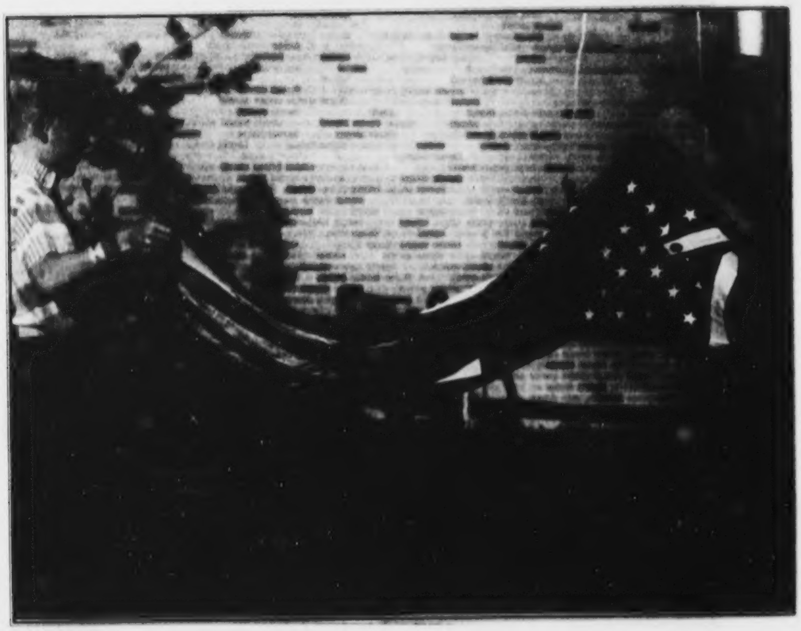
AN: ED422234
AU: Smith, Richard, Ed.; Standish, Paul, Ed.
TI: Teaching Right and Wrong: Moral Education in the Balance.
PY: 1997
AV: Stylus Publishing, Inc., PO Box 605, Herndon, VA 20172-0605. Tel: 703-661-1581; $19.95.
PR: EDRS Price MF01 Plus Postage. PC Not Available from EDRS.
DEM: *Codes of Ethics; *Ethical Instruction; *Moral Development; *Values

DER: Higher Education; Integrity; Moral Issues; Moral Values
AB: This book addresses key issues in moral education with a detailed analysis of recent academic literature on the topic with careful rebuttals and counter-arguments presented. The purpose of the book is to deepen discussion on the topic of moral education and its place in the society. The contributing authors present a focus for discussion and reasoned debate. Chapters include: (1) "Shared Values in a Pluralist Society?" (Marianne Talbot; Nick Tate); (2) "Three Proposals and a Rejection" (John White); (3) "Can Education Be Moral?" (Mary Midgley); (4) "Fabulously Absolute" (Paul Standish); (5) "The Spirit of Moral Education — Or What, Subject of My Will, You Will" (Tony Skillen); (6) "A Moral Fix" (Carole Cox); and (7) "Innate Morality: A Psychoanalytic Approach to Moral Education" (Michael Rustin). (EH)

AN: ED414227
AU: Kincher, Jonni; Espeland, Pamela, Ed.
TI: The First Honest Book about Lies.
PY: 1992
AV: Free Spirit Publishing Inc., 400 First Avenue North, Suite 616, Minneapolis, MN 55401; telephone: 612-338-2068 ($12.95).
PR: Document Not Available from EDRS.
DEM: *Ethical Instruction; *Honesty; *Integrity; *Lying; *Values Education
DER: Advertising; Elementary Education; Ethics; Mass Media Effects; Moral Issues; Mythology; Propaganda; Social Influences; Stereotypes
AB: Readers learn how to discern the truth from lies through a series of activities, games, and experiments. This book invites young students to look at lies in a fair and balanced way. Different types of lies are examined and the purposes they serve and discussed. Problem solving activities are given. The book is organized in nine chapters, including: (1) "Truth is Stranger than Fiction: Where Does the Truth Lie?"; (2) "Sniffing Out the Truth: How Your Senses Can Deceive You"; (3) "Be True to Yourself: Lies You Tell Yourself"; (4) "Social Lies: Are We Lying, or Just Being Polite?"; (5) "Myth-Matics: How Numbers Can be Used to Deceive"; (6) "There are No Cats in America: Historical "Facts" and Myths Cultural and Personal"; (7) "Adver-Lies: How Advertisers Shape Your Opinions and Actions"; (8) "All Hat and No Cattle: Public Relations and Media Lies"; and (9) "You Are an Agent of Truth: How to Live in a World of Lies." An answer guide is provided for the included problems, questions and quizzes. The book concludes with a bibliography, index, and author vita. (MM)

AN: EJ544570
AU: Smith, David
TI: Communication and Integrity —Moral Development and Modern Languages.
PY: 1997
SO: Language-Learning-Journal; n15 p31-35 Mar 1997.
DEM: *Moral Development; *Moral Values; *Questioning Techniques; *Speech Communication; *Student Reaction
DER: Second Language Instruction; Second Language Learning; Student Motivation
AB: Argues that pupils in the second language classroom should be encouraged to respond to questions for personal information truthfully and that certain aspects of existing teaching practice encouraging the opposite should be scrutinized. Focuses on the objections to this premise and outlines reasons for seeking truthful student responses. (CK)

Respect



Action Steps
Activities
Books
Websites

Synonyms

regard
consideration
esteem
courtesy
honor
admiration
deference

Definition

Honor and deference are expressed in all major world religions, philosophies and cultures. All social groups believe in respect for self and others, for example, toward the elders as the keepers of wisdom, toward families as preservers of traditions, and toward individuals as members of the group.

"Without feelings of respect, what is there to distinguish men from beasts?" - Confucius

This essay explores several aspects of teaching about respect, including (1) the varying definitions of respect; (2) the need to address respect in a civil society; (3) some concerns about "teaching respect"; (4) how respect can be addressed in a school community in concert with local, family and community expectations; and (5) what resources are available to help in teaching this concept.

The Varying Definitions of Respect

"To respect is to show honor for the worth of someone or something." - Character Counts

From earliest time, humans have grappled with the role of the individual in relation to society and how respect for self and others is attained. Through the ancient philosophical questions of Plato and Socrates to the modern discussion of moral education, character education, citizenship, values education, and virtues, the debates continue as to what basic beliefs should be fostered among the youth of society. Brooks and Goble give an example:

> Work with Muslim, 7th Day Adventist, Lutheran, and Jewish and Roman Catholic educators all resulted in the generation of a list of values that were overlapping. All groups listed such values as honesty, respect, courage, perseverance, responsibility and caring as common values that must be taught in their schools (1997, p. 56).

Thomas Lickona's groundbreaking work, Educating for Character: How Our Schools Can Teach Respect and Responsibility (1991), offers a solid foundation for teaching character education and specific character qualities within the school. Lickona notes that "respect means showing regard for the worth of someone or something." Lickona considers respect and responsibility to be the "fourth and fifth R's" of education (p. 43).

Kohlberg's stages of cognitive moral development build upon the child's freedom of choice in developing both self respect and respect for community and the quest for justice (Brooks & Goble, 1997, p. 31). Respect is commonly identified among diverse ethnic, religious and social groups as an important quality for their children to learn. From the Chicago Public Schools' Character Education Initiative "A Rainbow of Character" (http://www.chicagopublicschools.org) to the Character Counts! Coalition (http://www.character.org), respect stands among the essential qualities identified for the school community to foster among students.

The Need to Address Respect in a Civil Society

The ancient Greek philosopher Plato noted long ago that "civilization is the victory of persuasion over force." But how do we achieve that civilization and maintain or reintroduce civility in our society? Daggett and Kruse suggest:

> History works as a model for the present and future largely because the matter of behav-

ior-oriented education for a society's young people is not a new, or even a recent, issue. Essentially the same viewpoints and differences of opinion on what and how to teach youngsters have continued unabated since Plato and Aristotle outlined and enunciated differing alternatives in ancient Greece (1997, p. 264).

In resolving these differences to come to a working plan, Daggett and Kruse continue:

> A far more productive approach is to concentrate on the rarely discussed topics about which there is almost complete agreement. These are the areas where the community can agree on expectations for adult behavior roles, including honesty, responsibility, and ethics. These, then, should be the areas incorporated in curricula and directed toward letting student know about attitudes and behavior patterns appropriate for citizens in a free society, citizens who can state their differences, can agree to disagree, and can still get along with and respect one another (1997, p. 264).

Some Concerns about "Teaching Respect"

Some critics express concern that schools are involved in trying to teach respect. Isn't this more appropriate to the family? Educators certainly agree that the family should start the process, but they would also counter that teaching of respect should be done in all social interactions in which the child engages. Brooks and Goble answer:

> Schools are the common denominators in society. Not all children come from poor homes or rich homes. Not all children come from good homes or dysfunctional homes. There are few commonalties among our youth. One thing they all have in common, however, is that they all attend school. Therefore, our schools have the responsibility and opportunity to instill core values and character in the children who cross their thresholds (1997, preface).

Another concern often voiced is "Whose values will be taught?" Character educators would respond that it is more properly a question of "what values" than "whose values". Schools are, by their very nature, value-laden in that the local community, state and federal governments decide what is of value to be taught. The conversation about what character qualities should be fostered in the school environment needs to be held with all stakeholders. To be truly effective, character education programs should be reinforced in the school, the home, and the local community where the children interact.

Another concern expressed by critics is that in teaching respect, or any other character quality, teachers may be indoctrinating our youth. Glanzer comments:

> As committed educators, we should resist promoting lists of virtues that serve a political agenda or are justified primarily on political grounds. If educators fail to delve into motivational factors, character education can turn very authoritarian in practice. We must allow children to express, discuss, and explore the variety of motivations for moral behavior. Teachers could aid this process by creating a community of inquiry in the classroom that allows the discussion of deeper philosophical and religious issues that relate to ethics (2001, p. 693).

How can respect be addressed in a school community in concert with local, family and community expectations?

- With your students/children, discuss:
- How can I show respect for myself? For others? At my school? In my neighborhood? Society? The world?
- Generate ideas of what respectful attitudes are.
- Why is it important to have respect and show respect?
- What happens when disrespect is

shown? How does disrespect make people feel?

- Many examples from fiction and nonfiction works can help this discussion. See the booklist below.

Service learning is a valuable tool for exploring the concept of respect, both for self and for others. Students come to realize that the things they learn in the classroom are relevant to the social environment in which they live. Their direct service toward addressing a real community need enhances self-respect and fosters a sense of belonging in the community with the commitment of making improvement.

What Resources are Available to Help in Teaching This Concept?

For further background, consult the work of psychologists Lawrence Kohlberg and Abraham Maslow, as well as philosophers such as Alexis de Tocqueville and leaders of the Founding Era of the United States. In the words of Thomas Jefferson, James Madison, Thomas Paine, and Benjamin Franklin, one can find many hints on why an attitude of respect is fundamental to our democracy.

The Character Education Partnership (http://www.cep.org) is a national organization to help parents, schools and local communities in developing character education with the children. The group offers publications, training initiatives, and evaluation instruments for effective character education work.

The Character Counts! Coalition (http://www.character.org) is sponsored by the Josephson Institute and promotes the Six Pillars of Character (trustworthiness, respect for others, responsibility, fairness, caring and citizenship) on a community-wide basis. This multifaceted approach invites all community stakeholders in the promotion and projection of character.

References

Brooks, B.D. & Goble, F. (1997). ***The case for character education: The role of the school in teaching values and virtue.*** (Northridge, CA: Studio 4 Productions).

(http://www.character.org). ***Character Counts!*** Coalition of the Josephson Institute

Daggett, W.R. & Kruse, B. (1997). ***Education is (not) a spectator sport.*** (Schnectady, NY: Leadership Press).

Glanzer, P. (2001). ***Exit interviews: Learning about character education from post-Soviet educators.*** Phi Delta Kappan, May, 691-693.

Lickona, T. (1991). ***Educating for character: How our schools can teach respect and responsibility.*** (New York, NY: Bantam Books).

(Handout for Students)

Student Activity

Love and respect are closely allied. When you love someone or an institution, you naturally show them respect. Showing respect follows from an acknowledgement of value or worth in the other person, in the worth of their—

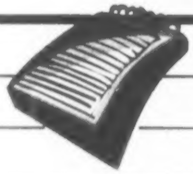
- Ideas
- Strength of character
- Laws that protect you
- Charitable actions
- And so on

By identifying some value or worth you are in effect finding a reason to love that person, your school, your church, the city council. To illustrate the point, ask your students to draw a line down the center of a sheet of paper. In the left column have them list 6 people and 4 institutions or businesses that they deal with regularly. In the right hand column have them write at least one value that they see in that person or business.

Then discuss ways that they can honor or show respect as a result of the values they have identified.

People:	**Value:**
1.	
2.	
3.	
4.	
5.	
6.	

Institutions:	**Value:**
7.	
8.	
9.	
10.	



(Handout for Students)

Classroom Activity

To get your students thinking about how respect shows up in daily activity, read the following incident then ask your students to discuss their reactions or to write their reactions in their journals.

Amy and Her Daring Children

Amy and her three children were outside in their driveway. The children were playing and Amy was watering flowers.

Her five-year-old was helping a two-year-old climb on a two-wheel bike. As they began to move, the bike started to tip, threatening to spill the two-year-old onto the pavement. But the five-year-old grabbed the bike and struggled to keep it from falling. He held the bike and saved his little sister from falling off.

Amy saw this and said, "Jon, thank you for saving Anna from falling and hurting herself. Thanks for watching so she won't get hurt."

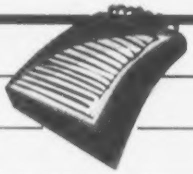
Jon smiled, knowing that his mother might have yelled at him.

What is your reaction to this little story?

What does Amy's comment tell her son?

Note:

1. Amy did not admonish her son: "Why did you put your little sister on a dangerous bike?" (Many of us might have.)
2. She complimented her son for preventing the baby from being hurt. Thus she gets across the idea that Jon should be protecting the baby while showing respect for his actions in preventing injury.



(Handout for Parents)

Parent Activity

You may wish to copy the following letter and send it to the parents of your students.

Re: Attitude of Respect

Dear Parent,

As part of our work on character development your child and classmates have been discussing the attitude of respect. They have been doing activities that help them understand the role that respect plays in our lives. We encourage you to continue the discussion at home.

In order to function reasonably well, a democracy depends on mutual respect. Freedom of speech, for instance, assumes that we respect each other's right to express our opinions. That's the reason we have discussed in class our respect for government, school, family, and individuals.

We know that a sense of respect for others starts in the family. Please find time to ask your children questions like the following:

Besides the members of your family, who do you respect the most? (List five people)

1. ______________________________
2. ______________________________
3. ______________________________
4. ______________________________
5. ______________________________

What is there about those people that causes your respect?

____

Are there businesses or institutions that have gained your respect? Why?

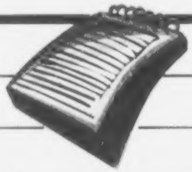
____

The direction of this discussion will remind your children of the people that they admire. It will help them concentrate on traits they may want to imitate.

Then one final question: Have you ever told those people what you admire in them? Would you feel comfortable in telling them? They would be pleased.

If your discussions reveal some effective ideas, please share them with the rest of us. Thank you so much for all you do for your child.

Sincerely,



Historical Figures Who Exemplify Respect

Respect for the Natural Environment

St. Francis of Assisi (1181/82-1226) is one of the most popular saints in Christendom. He was canonized a saint only two years after his death. Most people know Francis as an ascetic who loved animals. He was even named the Patron Saint of Ecology because of his great respect for creation. But he was also known as a powerful, authentic Bible preacher in an era when this was rare. Francis expressed a sense of love, compassion, and respect for all of God's creation: for people, for animals, and for the environment. His relationships with others were always marked by an unconditional respect. He believed no individual could be condemned. On the contrary, he believed every human being is an image of God.

Respect for Authority

The name **Robert Baden-Powell** (1857-1941) is known and respected throughout the world as a man who devoted himself to the service of his country and his fellow men in two separate and complete lives. He was a soldier fighting for his country, and he worked for peace through the brotherhood of the Scout Movement. From the very beginning, Lord Baden-Powell was committed to making a significant difference in the lives of young people. When Robert Baden-Powell returned to England from South Africa in 1903 as a war hero, he was appalled at the deterioration of morale in English youth. He saw the effect of our 20th century industrialized, urbanized society: the decline in physical health, the erosion of moral standards, and the loss of self-discipline. He wanted to use his popularity as a war hero to help rebuild the vitality and dynamism of young people. Robert was impressed by the character building impact of taking urban young people away from the city and back to the great outdoors. His scouting movement quickly crossed the seas to numerous countries around the world. It inculcates the highest ideals of respect for the individual and society combined with a sense of duty, self-reliance, service to others and charity to all.

Respect for Others

Dr. Martin Luther King Jr. (1929-1968) is one of the most prominent black leaders our nation has ever known. Advocating non-violence and passive resistance he took major steps towards creating a nation where all men are treated equally. Dr. King was a strong advocate of nonviolent protest and fought for civil rights for all Americans with a great eloquence found in his speeches, such as, his famous "I Have a Dream" speech. "I have a dream that my four little children will one day live in a nation where they will not be judged by the color of their skin, but by the content of their character." King's life was dedicated to the fight for human rights for all. He serves as an example of love for humanity in the spirit of human kinship.

Websites on Respect for Students

Character Trait — Respect
http://www.mead.k12.wa.us/EVER/respect.htm

Self-Quiz "How would you rate yourself?"
http://www.arp.sprnet.org/Curric/cc!/Respect/respect.htm

Definition of Respect.
http://www.easd.k12.pa.us/character/monthlytraits/respect.htm

Thoughts on Respect.
This site tries to help explain the concept of respect. It also contains suggested songs and stories and some quotations.
http://www.sierracanyon.com/school/character/respect.htm

Tips for Keeping the Peace.
This site offers some good suggestions on how to keep peace and also ways to show respect to another person. Take a look and learn more about how the trait of respect is shown in a person's life.
http://www.esrnational.org/keeppeace.html

A Fun Site about Respect.
This site gives a definition of respect, the word in other languages, a story about respect, and an animated game where you make the call on how to show this character trait (requires installation of free QuickTime software, so ask your teacher).
http://library.thinkquest.org/J001709/thinkquest_values/2respect/respect_frameset.html

There Are Many Different Ways to Show Respect.
You will find the definition of the trait, links to biographical sites of people who exhibited the trait, and a mini poster to download and print.
http://www.characterworks.com/secondary.html#anchor511335

Demonstrating Respect. Some Action Steps.
http://www.fortdodge.org/charactercounts/charactercorner0101.htm

Compassion and Respect.
Definition of the trait, its benefits, tips on becoming more compassionate and caring, proverbs and maxims, advice on how to show compassion, quotes, action steps and books on compassion.
http://www.k12.hi.us/~mkunimit/respect1.htm

Books on Respect for Students

These books contain strong images of people who show respect for self, for nature, for others. Use these incidents to generate a discussion about how one develops an attitude of respect.

K to Grade 3

CHERRY, Lynn. (1990). ***The Great Kapok Tree.*** Harcourt Brace Jovanovich. ISBN 015200520X. The many different animals that live in a great kapok tree in the Brazilian rainforest try to convince a man with an ax of the importance of not cutting down their home.

FLEMING, Virginia M. and COOPER, Floyd. (1993). ***Be Good to Eddie Lee.*** Philomel. ISBN 0399219935. Although Christy considered him a pest, when Eddie Lee, a boy with Down's Syndrome, follows her into the woods, he shares several special discoveries with her.

FOX, Mem and VIVAS, Juile. (1985). ***Wilfrid Gordon McDonald Partridge.*** Kane/Miller. ISBN 0916291049. A small boy tries to discover the meaning of "memory" so he can restore that of an elderly friend.

HENKES, Kevin. (1991). ***Chrysanthemum.*** Greenwillow. ISBN 0688096999. Chrysanthemum loves her name, until she starts going to school and the other children make fun of it.

RATHMANN, Peggy. (1995). ***Officer Buckle and Gloria.*** Putnam's. ISBN 0399226168. The children at Napville Elementary School always ignore Officer Buckle's safety tips, until a police dog named Gloria accompanies him when he gives his safety speeches.

Grade 4 to 7

CLEARY, Beverly. (1952). ***Henry and Beezus.*** Morrow Junior. ISBN 0688213839. All Henry Huggins can think about is owning a bicycle, and he and his friend Beezus come up with various ideas to make money.

CONLY, Jane Leslie (1993). ***Crazy Lady.*** HarperCollins. ISBN 0060213574. As he tries to come to terms with his mother's death, Vernon finds solace in his growing relationship with the neighborhood outcasts, an alcoholic and her retarded son.

FLEISCHMAN, Sid. (1986). ***The Whipping Boy.*** Greenwillow. ISBN 0688062164. A bratty prince and his whipping boy have many adventures when they inadvertently trade places after becoming involved with dangerous outlaws.

SPINELLI, Jerry. (1990). ***Maniac Magee.*** Little, Brown, & Co. ISBN 0316807222. After his parents die, Jeffrey Lionel Magee's life becomes legendary, as he accomplishes athletic and other feats which awe his contemporaries.

WHITE, E. B. (1952). ***Charlotte's Web.*** Harper Trophy. ISBN 0064400557. Wilbur, the pig, is desolate when he discovers that he is destined to be the farmer's Christmas dinner until his spider friend, Charlotte, decides to help him.

Grade 8 to 12

BRUCHAC, Joesph. (1997). ***Bowman's Store: A Journey to Myself.*** Dial ISBN 0803719973. Tracing the journey of writer Joseph Bruchac from childhood to the beginning of his career as a storyteller of Native American history and lore, Bowman's Store is a compelling and deeply moving memoir.

CARTER, Forrest. (1976). ***The Education of Little Tree.*** Delacorte. ISBN 044002319X An autobiographical account of a Cherokee boy living with his grandparents in the Appalachian Mountains.

LIPSYTE, Robert. (1997). ***The Contender.*** Harper & Row. ISBN 0064471527. A Harlem high school dropout escapes from a gang of punks into a boxing gym, where he learns that being a contender is hard and often discouraging work, but that you don't know anything until you try.

MAH, Adeline Yen. (2001). ***Chinese Cinderella: The True Story of an Unwanted Daughter.*** Delacorte. ISBN 0385327072. A riveting memoir of a girl's painful coming-of-age in a wealthy Chinese family during the 1940s.

SPEARE, Elizabeth George. (1958). ***The Witch of Blackbird Pond.*** Dell. ISBN 044022036X. Born in the Caribbean islands, Kit finds life in the Connecticut colony of her relatives to be extremely bleak and lonely. When her only friendship is discovered, she finds herself accused of witchcraft.

Websites on Respect for Parents

Helping Your Child Learn Responsible Behavior.
Activities for children.
http://www.kidsource.com/kidsource/content/behavior.html#honesty

Learn more about Respect!
Here you will find the definition of respect, family activities, and suggested reading and movies.
http://yuba.net/charactercounts/wordoftheweek/firstweekofnovember.htm

Useful Articles on Teaching Respect.
http://search.family.go.com/family/query.html?col=family&searchtype=keyword&qt=Teaching+Respect

A Great Site about Respect!
http://allaboutrespect.net/

Steps to Respect. A Bullying Prevention Program.
http://www.cfchildren.org/str.html

Teach your Child about Respect.
http://www.agctr.lsu.edu/4hcritters/par_respect.htm

Rusty - The Respectful Raccoon.
Read a critter's character story to a child!
http://www.agctr.lsu.edu/4hcritters/Rustyp1.html

Teaching the Discipline of Respect.
Respect is not the same thing as obedience. All parents want respect, but many make the mistake of demanding respect from their kids.
http://www.stcharlesb.org/Bulletin%20Archive/bulletin011901.html

Respect: Why You Have To Give It to Earn It!
Four easy ways to build respect; activities to teach it.
http://www.mwgsl.org/respect.htm

Teaching your Children Values.
Based on the book of Linda and Richard Eyre.
http://web.mit.edu/mbarker/www/exercises/exer970501.txt

Building Character in Children.
Character building for children isn't a course offered in school, but it should be. Here are suggestions for character building ideas.
http://ohoh.essortment.com/childrencharac_rdyb.htm

Parent's Guide to Respect.
http://www.fortdodge.org/charactercounts/guide.htm

Some Activities That Can Help Teach Respect.
http://character.sketches.unl.edu/booklet.htm

Respect Can Be Taught. Practical Advice.
http://www.extension.umn.edu/distribution/familydevelopment/components/6961_09.html

To Learn Respect, Children Must Be Respected.
Adults often comment that today's young people are not respectful. If that's true, adults need to remember that children learn by watching other's behaviors. Parents and caregivers can do many things to show respect for a child.
http://www.ag.ohio-state.edu/~carr/fcs/timesep.html#Respect

Should Children Respect Adults?
Certainly we don't want our children to be disrespectful, but do we really want them to respect all adults?
http://www.fix.net/~rprewett/respect.html

The Respectful Child: How To Teach Respect
http://www.parentcenter.com/refcap/parenting/raising/3787.html

Websites on Respect for Teachers

Respect for Self and Others.
This site contains lesson plans written by teachers for grades 1-12, including one for special education. Lessons cover teamwork and helping others. Most involve a literature component.
http://www.svusd.k12.ca.us/character/RespectSelf.htm

Respect for Cultural Differences.
This site contains lesson plans created by teachers for grades 3-6. Lessons teach respect for individual and cultural differences.
http://www.svusd.k12.ca.us/character/RespectCulture.htm

Respect for Law and Order.
This site has character lessons created by teachers for grades 9-12. Lessons are clear and objectives are laid out.
http://www.svusd.k12.ca.us/character/RespectLaw.htm

Kids Helping Kids.
Team up with UNICEF USA and make a difference in the world. This site includes a teacher's guide with activities and resources to help you teach about peace. Guide emphasizes building children's self-esteem, communication skills, and respect for others.
http://www.unicefusa.org/issues96/sep96/guide/english.html

Cultural/Social Diversity Appreciation and Understanding Activities.
This site has class activities from the PBS show Arthur. Lessons highlight cultural and social diversity appreciation. Teach your students to respect one another's differences.
http://pbskids.org/arthur/grownups/activities/culturalsocial.html

Allaboutrespect.net.
Comprehensive Web site for developing Respect Programs in your school. Topics are divided into elementary, middle, and high school categories. A short booklist is included in the elementary section and tips for creating a respectful classroom are included in the middle school area. Also includes a newsletter and links to other sites related to the trait of respect. This is a great resource.
http://www.allaboutrespect.net/

Respect.
This site contains a definition of respect, related words, and practical applications of the trait. A suggested reading list for elementary and middle school students is included. This site is a good starting point for the development of activities, lessons, and discussions.
http://www.calvertnet.k12.md.us/instruct/respect.shtml

Respect for Authority.
Character Education Resource for Elementary Students. A Character Building Education Resource for Schools, Families, and Communities. Character really works!
http://www.characterworks.com/elementarypages/respectforauthority.html

Respect for the Natural Environment.
Character Education Resource for Elementary Students. A Character Building Education Resource for Schools, Families, and Communities. Character really works!
http://www.characterworks.com/elementarypages/respectforenvironment.html

Respect for Health.
Character Education Resource for Elementary Students. A Character Building Education Resource for Schools, Families, and Communities. Character really works!
http://www.characterworks.com/elementarypages/respectforhealth.html

Respect & Acceptance of Authority.
Character Education Resource for Secondary Students. A Character Building Education Resource for Schools, Families, and Communities. Character really works!
http://www.characterworks.com/secondary.html#anchor511335

Respect for Self and for Others.
Georgia Stories: History Online - Values & Character Education.
http://www.angelfire.com/ga/hatkins/1Respect.html#Self-Respect

Self-Quiz "How would you rate yourself?"
http://www.arp.sprnet.org/curric/cel/Respect/respect.htm

Teaching Guides on Respect.
Middle school discussion questions, writing assignments, and student activities for character education and life skills.
http://www.goodcharacter.com/ISOC/Respect.html

Teaching Guide: The 3 R's of Growing Up for Grades 5-9.
http://www.goodcharacter.com/BCBC/3rs.html

Teaching Guide: Respecting Others for Grades 5-9.
http://www.goodcharacter.com/BCBC/Respecting%20Others.html

List of Activities by Grade Level.
http://www.cune.edu/stjohn/k-respect.htm

Teaching Life Lessons through Sports: Respect.
http://www.sikids.com/sportsparents/psychology/simon3.html

Collection of Lessons on Respect.
http://www.coe.ufl.edu/Courses/EdTech/Vault/character/respect.html

Creative Activities on Respect.
Center for Character Development.
http://www.charactercenter.com/act1/actRespect.htm

Collection of Web Sites for Teachers.
http://web.utk.edu/~arox/teachersrespect.html

ERIC Bibliography on Respect

ERIC annotated bibliographies add brief ideas to help with this topic. Many of the annotated articles are available in full text. See the Appendix for directions.

The following reports of research and classroom practice are summarized here from the ERIC database. For more information on articles in the database, or to find the full text of an article go to http://eric.indiana.edu to search the database. The numbers at the top of each reference enable you to go directly to the article that you seek.

AN: EJ562341
AU: Warger, Cynthia L.; Rutherford, Robert B., Jr.
TI: Teaching Respect and Responsibility in Inclusive Classrooms: An Instructional Approach.
PY: 1997
SO: Reclaiming Children and Youth: Journal of Emotional and Behavioral Problems; v6 n3 p171-75 Fall 1997
NT: Theme issue: "Alternatives to Punishment."
DEM: *Conflict Resolution; *Inclusive Schools; *Interpersonal Competence; *Social Development
DER: Educational Strategies; Elementary Secondary Education; Intervention
AB: Describes a strategy that teachers can use to target social goals for the classroom, teach skills, and evaluate interventions. Discusses how teachers can tap all areas of the curriculum to create learning environments; details the design, implementation, and evaluation of the program; and offers a case study. (RJM)

AN: ED423960
AU: Peter, Val J.
TI: Respecting the Rights of Others in a Violent Society: A Public Policy Perspective. The Need for a Concerted Effort To Teach Children Respect for People and Property. Boys Town National Family Home Program Informational Series, Volume No. 104.
CS: Father Flanagan's Boys' Home, Boys Town, NE.
PY: 1996
AV: Boys Town Press, Father Flanagan's Boys' Home, 14100 Crawford Street, Boys Town, NE 68010; Tel: 800-282-6657 (Toll Free); Fax: 402-498-1310; Web site: http://www.ffbh.boystown.org ($1.95, plus $4 shipping. Nebraska residents must add 5% sales tax).
PR: Document Not Available from EDRS.
DE: *Adolescents; *Change Strategies; *Children; *Parenting Skills; *Stealing
AB: This Boys' Town publication for parents presents guidelines for a parental and societal response to purse-snatching, shoplifting, and other kinds of stealing that are a part of violence. The guide maintains that a comprehensive public policy approach is needed, one that is based on an appreciation of the development of learning respect for the rights of others. Stealing is used as an example because it is a matrix crime for interdependent violent behaviors. The guide identifies and details three steps for teaching respect for others: (1) teaching respect for others' rights, including teaching children in advance, monitoring children's behavior, explaining that stealing is a serious offense, and teaching respect for the law; (2) responding to early acts of stealing, recommending that children make an apology, and make restitution; and (3) responding to continued stealing, including making certain friends or situations off-limits and replacing the payoffs of stealing with something equally rewarding. The guide also discusses the role of attachment to family members during adolescence and the importance of churches and synagogues in providing welcoming positive relationships. The guide maintains that diversion programs, such as boot camps, for serious stealing offenses are ineffective. Patterson's process of coercive family interaction and its contribution to violent behavior are presented as a model for design of effective treatments. The guide concludes by noting that a consistent public policy approach is needed, one that breaks the problem of violence into man

ageable dimensions with clear solutions within each dimension. (Contains six references.) (KB)

AN: EJ547059
AU: Lickona, Thomas
TI: Teaching Respect and Responsibility.
PY: 1996
SO: Reclaiming Children and Youth: Journal of Emotional and Behavioral Problems; v5 n3 p143-51 Fall 1996
NT: Special theme issue on "Kids and Conscience."
DE: *Change Strategies; *Ethical Instruction; *Social Development; *Student Responsibility; *Youth Problems
AB: Argues that the surge of violence by youth arises from a national crisis of character. Proposes that schools join families, churches, and communities in instilling universal ethical values. Outlines a comprehensive approach to character development and offers supporting research and practical examples of schools that implement these principles. (RJM)

AN: ED389642
AU: Schilling, Dianne
TI: Getting Along: Activities for Teaching Cooperation—Responsibility—Respect.
PY: 1993
AV: Innerchoice Publishing, P.O. Box 2476, Spring Valley, CA 91979.
PR: EDRS Price MF01 Plus Postage. PC Not Available from EDRS.
DE: *Conflict Resolution; *Decision Making; *Interpersonal Communication; *Peace; *Problem Solving
AB: This book provides activities to introduce or reintroduce students to conflict resolution skills in a deliberate, enjoyable fashion and to elevate their awareness of each person's responsibility to create a cooperative environment wherever they may be. Interdependence is a central theme as is the awareness that dissent and conflict are natural and productive elements in society. Activities are grouped into seven topic areas with accompanying handouts. The topic areas include: (1) "Appreciating Differences"; (2) "Communicating Effectively"; (3) "Developing Friendship Skills"; (4) "Helping and Being Helped"; (5) "Including Others"; (6) "Resolving Conflict"; and (7) "Working Together." (EH)

AN: ED386637
AU: Mitchell, Stephanie
TI: Evaluation of Project TREC: Teaching Respect for Every Culture.
CS: Portland Public Schools, OR. Research and Evaluation Dept.
PY: 1994
NT: Photographs and graphics may not reproduce well.
PR: EDRS Price MF01/PC06 Plus Postage.
DL:
http://orders.edrs.com/members/sp.cfm?AN=ED386637
DE: *Alcohol Education; *Cross Cultural Training; *Drug Education; *Multicultural Education; *Program Evaluation
AB: The purpose of Teaching Respect for Every Culture (TREC) was to ensure that racial/ethnic, gender, disability, and other circumstances did not bar student access to alcohol/drug education, prevention, and intervention services. This report describes the implementation and evaluation of the TREC Project. Five objectives of TREC were to: (1) establish a committee to review and develop culturally appropriate alcohol/drug prevention and education materials; (2) involve students from diverse backgrounds in alcohol/drug prevention by developing multicultural youth conferences/retreats; (3) expand the pool of school staff with expertise concerning both alcohol/drug prevention and multicultural issues and strategies; (4) increase the knowledge of and support for school alcohol/drug prevention strategies among parents from diverse cultures; and (5) assist underserved and diverse groups of students in accessing and completing recommended alcohol/drug assessments. Analysis of ethnographic data support TREC's positive effects on student participants. Five recommendations are made. Appendices include reflections on TREC by Project Coordinators, agenda's for various aspects of the program, cur-

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riculum for TREC student retreats, ethnographic interview protocols, program materials, and multicultural resources. (JBJ)

AN: ED337451
AU: Lickona, Thomas
TI: Educating for Character. How Our Schools Can Teach Respect and Responsibility.
PY: 1991
AV: Bantam Books, 666 Fifth Avenue, New York, NY 10103 ($22.50).
PR: Document Not Available from EDRS.
DE: *Controversial Issues; Course Content; *Moral Values; *Student Responsibility; *Values Education
AB: Drawing from research, this book examines the current state of moral education, and asks how schools can foster the moral development of children. Following a preface, the book is divided into three parts. The first part is entitled "Educating for Values and Character" and contains four chapters: (1) The Case for Values Education; (2) Educating for Character: Why Schools Need Help from Home; (3) What Values Should Schools Teach? and (4) What is Good Character? Part Two, "Classroom Strategies for Teaching Respect and Responsibility," includes an introduction to parts two and three: "Teaching Respect and Responsibility: The Big Ideas" as well as 11 chapters: (5) The Teacher as Caregiver, Model, and Mentor; (6) Creating a Moral Community in the Classroom; (7) Moral Discipline; (8) Creating a Democratic Classroom Environment: The Class Meeting; (9) Teaching Values through the Curriculum; (10) Cooperative Learning; (11) The Conscience of Craft; (12) Encouraging Moral Reflection; (13) Raising the Level of Moral Discussion; (14) Teaching Controversial Issues; and (15) Teaching Children to Solve Conflicts. The final section, "Schoolwide Strategies for Teaching Respect and Responsibility," contains five chapters: (16) Caring beyond the Classroom; (17) Creating a Positive Moral Culture in the School; (18) Sex Education; (19) Drugs and Alcohol; and (20) Schools, Parents, and Communities Working Together. An appendix, "Getting Started and Maintaining Momentum," is included. (LL)

AN: EJ620690
AU: Maroney, Sharon A.
TI: Reaching Every Child: Respect for Parents.
PY: 2001
SO: Instructor-; v110 n5 p12-13 Jan-Feb 2001.
DEM: *Parent Participation; *Parent Teacher Cooperation; *Special Education
DER: Elementary Education; Interpersonal Competence; Parents; Teachers
AB: Presents suggestions to help teachers meet the challenges of maintaining communication, empathy, and understanding in all transactions involving adults in the lives of students with special learning needs, focusing on: acknowledging parents as experts on their children; focusing on the positive; maintaining confidentiality; involving parents; and offering support by helping parents make informed decisions. (SM)

AN: ED407313
AU: Manthey, Cynthia M.
TI: With Respect for Others: Activities for a Global Neighborhood.
PY: 1995
AV: Humanics Learning, 1482 Mecaslin Street, N.W., Atlanta, GA 30309 (paperback: ISBN-0-89334-241-6; library binding: ISBN-0-89334-247-5).
PR: EDRS Price MF01 Plus Postage. PC Not Available from EDRS.
DEM: *Global Education; *Multicultural Education; *Self Concept; *Self Esteem; *Sensory Experience; *Social Studies
DER: Early Childhood Education; Elementary Education; Empowerment; Human Dignity; Sensory Training
AB: This volume contains primary theme units to be used by early childhood teachers to foster children's sense of respect for self, others, and the world. Several multicultural units are presented along with units on sensory awareness and self-esteem. The intent of the book is to inspire teachers to incorporate multiculturalism into their lessons on an ongoing basis. The 10

units contain 117 different activities. The units focus on: (1) "Self Empowerment & Self-Esteem"; (2) "African Cultural Aspects"; (3)"Mexican Cultural Aspects"; (4) "French Cultural Aspects"; (5) "Amish Cultural Aspects"; (6) "Touch"; (7) "Taste"; (8) "Hearing"; (9) "Smell"; and (10) "Sight. An appendix contains general multicultural resources, resources for each unit, and related resource books. (EH)

Living Peaceably

Action Steps

Activities

Books

Websites

Synonyms

cooperation
empathy
harmony
sharing
community

Definition

Possessing the skills necessary to live comfortably in society without resorting to violence to settle disputes.

Question: What do the following scenarios have in common?

...A kindergarten teacher reminds her children "not to hurt anyone, inside or out."

...A middle school student advises his family of a bully who terrorizes youngsters on the school grounds.

...A Middle-East cease-fire teeters on the brink of collapse with renewed hostilities between adversaries.

Answer: All suggest "the need for the skills necessary to live peaceably in society and not resorting to violence to settle disputes" (IC 20-10, 1-4-4.5, 1995). Cooperation and working to resolve conflicts in a pro-social manner are needed from the earliest interactions of childhood. Youngsters are taught not to bite or pull hair over a contested toy, as they are told to "share" and "get along" with other children. Admittedly not all conflict scenarios are as simple as a tug-of-war between tots over a plaything, but the basic concepts of sharing, cooperation and conflict resolution are needed by all of us daily.

How do we, as educators and concerned adults, help youth to foster these skills of cooperation, problem solving and conflict resolution? How do we encourage students to develop self-esteem and promote self-interest while we espouse the "common good"? This essay explores these questions: (1) what skills for living peaceably can we promote among our students?; (2) how do we encourage pro-social behaviors both in and out of the classroom?; and (3) what resources are available to help in this difficult but important task?

What Skills Are Necessary For Living Peaceably?

Thomas Lickona notes:

The choice of which virtues to teach is influenced by context. In democratic societies, for example, character education would logically include 'democratic virtues' such as respect for individual rights, concern for the common good, reasoned dialogue, regard for due process, tolerance of dissent, and participation in public life—virtues that are important to the kind of character needed for democratic citizenship (1999, 79).

Rushworth Kidder, president of the Institute for Global Ethics, described results from his interviews with "Muslims, Buddhists, and Christians, men and women, liberals and conservatives" (138). The question posed of these "ethical thinkers and actors" was: If there could be a global code of ethics for the twenty-first century, what would be on it? Kidder acknowledged that eight items were cited so often they constituted "global core values". Listed consistently were love (caring or compassion), truth (honesty or integrity), freedom (liberty), fairness (justice or equity), unity (a sense of community or wholeness), tolerance (respect for diversity), responsibility (accountability), and respect for life (avoidance of killing) (Andrews, 1994, 138).

In examining this list of "global core values", note how each is influenced by willingness to cooperate. Each quality is enhanced through cooperative effort and is diminished by lack of cooperation.

The Secretary's Commission on Achieving Necessary Skills (SCANS), a 1990 study sponsored by the U.S. Secretary of Labor, issued a set of competencies for future workers that is still influencing student preparation for the job market. These workplace competencies included resources, interpersonal skills, information, systems and technology (http://www.scans.jhu.edu). The interpersonal skills address team membership, service to clients and customers, leadership, teaching others, working with diversity, and negotiating to reach decisions. Again, all resonate with cooperation and conflict management skills.

How Do We Encourage Pro-Social Behaviors Both In And Out Of The Classroom?

Kathleen Ayr proposed three reasons for teaching conflict resolution skills: (1) increased exposure of children to violence, including via television, video and internet, as well as in the local community; (2) the current "system of laws and punishments is failing to curb violence due to the multifaceted nature of social problems; and (3) the increasing numbers of disruptive students from abusive home situations in today's classrooms provides a prime opportunity to institute conflict resolution models." Ayr advocated a "big family" approach to the classroom where exemplary practices would focus on the unit, family strengths, prevention rather than crisis management, address needs systematically instead of piecemeal, treat all with honor and respect, and offer flexible options for resolution instead of an authoritarian approach (http://www.yale.edu/ynhit/curriculum/units1994).

Bullying is a problem that has always existed. Reports indicate that 1 in 4 US children are being bullied physically in schools (Educators for Social Responsibility, 2001). Bullying is obviously significant to the one being bullied; however, bullying is also a significant social problem because it fosters attitudes of intolerance and injustice. How do we deal with bullying, whether on the playground or the school bus? Children must learn that talking to an adult about the situation is permissible. Seeking outside help to address such a behavior problem is not the same as "tattling"—of which children do not wish to be accused. Seeking help from an outside party is actually a more sophisticated response to addressing the bully than a punch in the nose, no matter how satisfying that punch may be in the short term.

Peter Yarrow, of the singing group "Peter, Paul and Mary", has developed an anti-bullying program known as "Operation Respect" and it is symbolized by the song and video, "Don't Laugh at Me" (http://www.dontlaugh.org). "Operation Respect" is available without cost to schools and has a professional development component. Linda Lantieri and Educators for Social Responsibility developed curriculum to support "Operation Respect." The messages are those of self-acceptance, respect and problem-solving, as well as anti-bullying. Yarrow directs the song "Don't Laugh at Me" to elementary and middle school students, yet the messages of acceptance and tolerance are appropriate for all age groups. Although hurtful teasing is the most common type of bullying (Hoover, 2000), the negative long-term effects of cruel words may be as detrimental as any physical abuse.

Silent Bystanders

We should also recognize a little-discussed element in most cases of bullying. It is the role of the bystander, someone who sees and hears the abuse but says nothing. The bystander should be encouraged to act in pro-social ways to alleviate the bullying situation. The study of the bystander has been long noted in the history of the Holocaust. Indifference by the bystander is seen by many Holocaust victims as more hurtful than the physical acts of the Nazis. Out of fear of becoming victims, many stood aside silent, lest they too become victims of the Nazis.

Research with "hard core" students in alternative schools show "that caring environments can transform peer ridicule into peer concern and rekindle motivation for learning" (Brendtro, Ness, and Mitchell, 2000).

Resolving Conflicts

Many models of conflict resolution try to help people to work through differences of opinion. The literature on conflict resolution stresses the need for students to experiment with words and feelings so they can work out their differences.

Using examples of conflict from children's literature and allowing students to explore motivation and consequences of behavior is a productive way to deal with conflicts. Role-playing a character's conflict and resolution can be effective "practice" for times when students actually become involved in personal conflict. By exploring feelings and giving validity to the emotions students are experiencing we help the child to see their feelings as legitimate and help them see alternative responses. Once practice conflicts are resolved, spend time debriefing so students recognize the wide range of feelings and emotions experienced during the conflict.

McHenry's (2000, 227) study of conflict resolution techniques in a friends school cautions us not to rush too quickly to settle conflicts among students because there is a great learning opportunity to be found by allowing students to work out conflicts on their own. The study team also warned:

> *When avoidance of conflict is overemphasized, there is a greater risk of dishonesty and blaming. The study team urges educators to embrace the tensions that come with honest disagreements and to give attention to modeling and teaching habits of respectful listening and civility in discourse. Educators must emphasize and engage students in responses to conflict that are non-violent and creative and promote the cause of peace in a world where difference is an essential resource for learning and growth (227).*

Resources

The Educators for Social Responsibility (http://www.esrnational.org) has created a variety of materials, including the "Resolving Conflict Creatively Program" (RCCP) and "Adventures in Peacemaking". Contact them at 23 Garden Street, Cambridge, MA 02138 or at 1-800-370-2515.

In addition, ESR has worked with the Southern Poverty Law Center's "Teaching Tolerance Program" (400 Washington Avenue, Montgomery, AL 36104; 334-264-0286), as well as other national programs.

The Anti-Defamation League of the B'Nai B'rith (http://www.adl.org) has developed a program for greater understanding of personal differences called "A World of Difference" which explores the basic concept that something may not be right or wrong, just different.

The Museum of Tolerance of the Simon Wiesenthal Center (http://www.wiesenthal.com) is located in Los Angeles and was created for remembrance of the Holocaust and human rights defense. The center provides unique services for education, social activism and outreach.

One active way to help break down barriers of misunderstanding is through the power of service-learning. The Corporation for National and Community Service (http://www.nationalservice.org/) provides grant funding to states to encourage school-based service-learning in which students are actively engaged in local problem-solving. Students work together collaboratively to make improvements in the local community.

A plethora of resources exist on cooperation and conflict resolution to help us to resolve our differences and live together peaceably. In the words of Martin Luther King, Jr.: "We must all learn to live together—or perish as fools." And Sam Levenson, the late statesman from Texas, observed: "We may not always see eye to eye, but we can try to see heart to heart".

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McHenry, I. (2000). ***Conflict in school: Fertile ground for moral growth.*** Phi Delta Kappan, 82 (3), 223-27.

Miscellaneous Provisions Concerning Elementary and Secondary Schools (1995 & Revised 2001). Ind. Stat. Ann. 20-10.1-4-4.5.

SCANS 2000 Center (n.d.). Retrieved February 22, 2002, from http://www.scans.jhu.edu/

Yarrow, P. (n.d.). ***Don't laugh at me project.*** Retrieved February 22, 2002, from http://www.dontlaugh.org/

Lesson Activities for Students

When a hidden terrorist or a known bully at school attacks, they strike fear in the hearts of our children. We are justifiably angry. With each new despicable act, our anger rises. With each new attack, our fear and uneasiness grow. As adults, we have a perspective that calms our fears. We know that our government will work to stop and to capture the terrorists. We know that the school can act to contain the actions of bullies. But children do not have that perspective. With little experience and wild imaginations, children can easily envision sinister people lurking behind every bush, in every dark corner. They need reassurance and action. They need their parents and other caregivers to calm their fears and build a broad attitude about living peaceably.

Assurance and Action

Talk about safety nets. Children need assurance that people who hurt innocent citizens through violence or intimidation will be brought to justice. Our nation's strong response against terrorists gives us a place to start a conversation to ease the anxiety caused by the threat of terrorism. As a people, we will not tolerate the indiscriminate destruction of people and property. Schools have policies about bullies. Discuss your school's policy.

Children need to act as a means for dissipating fear. Some examples for activities (depending on age) are:

- Raising money to send to victims of violence
- Planting a bush or tree in memory of victims or as a symbol of peace and renewal
- Making a poster calling for peace or listing websites on peace.
- Putting phrases or reminders of peaceful action on a stack of cards, turning up a new card each day as a way of building peace-building thoughts

Resolving Conflict

Read and discuss...

An eighth grade boy that we know told us how scared he was each day as he rode home on the school bus. A group of kids, led by a bully, congregated in the back of the bus and rolled marijuana cigarettes. The bully pushed and beat on him because he wouldn't join the group. Everyday the bully would hit him in the head and would call him a girl-boy trying to start a fight that would lead to a victory by the bully, of course.

Ask students how they would handle this problem of being bullied. Have them respond in their journals or in group discussions.

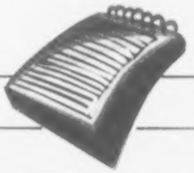
(Handout for Parents)

Peace of Mind

For our peace of mind and for the peace and safety of children, our homes and schools need to teach children how to work through conflicts. We need to show children that their anger and fear are natural reactions to a real or a suspected conflict. They cannot avoid conflict in our complicated world. However, here are some steps they can take:

- Bring the reason for the conflict into the open. "I don't like it when you take my books without permission."
- Explore the other side. "Do you not have books of your own?"
- Find some common ground that may satisfy both parties. "If you ask and I'm not using my books, I'd be willing to lend them to you."
- If the conflict involves an important issue (for example, parental authority), write your mutual agreement and post it where both parties can review it.

Look for other ideas and guidelines on web sites or ask your school counselor for suggested guidebooks.



(Handout for Parents)

Violence in Schools; Bullies on the Bus

Dear Parent,

Recently, your child has been studying what it means to live peaceably. We encourage you to continue this effort at home. Here are ideas for you to consider:

Violence in Schools. Bullies on the Bus.

When kids in school shoot each other, cut each other, and torture each other, the entire community recoils in horror. Some schools have reacted strongly to violence with zero tolerance policies on weapons and weapon look-alikes. Some schools have installed metal detectors and hired armed guards.

A leading researcher on school violence gives parents some guidelines. Dr. Russ Skiba, Indiana University, has studied school violence and works with many school districts guiding them in trying to reduce and prevent violence. Here is what he said parents should know:

Most schools are reasonably safe. After a major incident has occurred, some schools take harsh measures, such as zero tolerance on weapons and weapon look-alikes, but they seem to have little effect on school safety.

Parents should prompt schools to initiate preventive programs. Then they should cooperate in helping the schools make the programs work.

Bullies on the bus and at school are major problems. Two-thirds of the shooters and stabbers over the past decade said they were retaliating against being bullied by classmates. Parents should insist that their schools establish a public policy that outlaws bullying. They should involve the entire school in stopping bullying and harassment.

Most important for the home, parents should monitor the television and the video games their children use. Research from over 250 studies makes an overwhelming case against violence on TV and in games that show aggression. Video images have a magnifying effect, especially on the brains of children. Despite what media producers say, the evidence is clear that children who watch large amounts of violence tend to produce aggressive, hurtful actions.

These facts should sound an alarm bell in our homes. Parents must limit their children's access to television and violence in game devices.

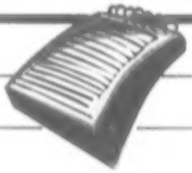
Additional ideas about programs for preventing school violence can be found on Dr. Skiba's website: http://www.indiana.edu/~safeschl/resources.html.

At home, developing a sense of peace means:

- A sense of order that quiets our nerves.
- Discussion of feelings, especially when someone is upset — "Help me to understand."
- Fair treatment for all children. Punishment comes only after anger subsides.
- Attempt to reduce the high emotion of anger through cooperation and the fair distribution of responsibility. Learn to relax. Take deep breaths.
- Elimination or reduction of TV and games that emphasize violence.
- Showing kids a process for resolving conflicts.

Thank you for your help.

Sincerely,



Historical Figures Who Exemplify Living Peaceably

Samantha Smith (1972-1985) People often take peace for granted, but many people have devoted their lives to this cause. We look to them with respect and admiration. One such peace hero is Samantha Smith who died in a plane crash.

In the 1980s, the United States and the Soviet Union were in the midst of the "Cold War" —a war between the ideologies of democracy and communism. Samantha Smith, a ten year old from Manchester, Maine understood this. She was concerned about peace. She suggested writing a letter to the new president of the Soviet Union, Yuri Andropov, about relations between the United States and the Soviet Union.

In her letter, Samantha expressed her fear about a "nuclear war" between Russia and the U.S. She stated that "God made the world for us to live together in peace and not to fight." Samantha received a three page letter from Andropov. He addressed her concerns and invited Samantha to visit the Soviet Union.

On July 7, 1983, Samantha flew to the Soviet Union. She toured the country and met a lot of famous Russian people. Samantha discovered that Soviet children were very similar to children living in the United States and that they also had concerns about peace. Samantha's journey to the Soviet Union came to symbolize peace between the two nations.

After returning from her trip to the Soviet Union, Samantha continued to be involved in the crusade for peace. She made speeches and television appearances. She wrote a book and traveled with her mother to the Children's International Symposium in Kobe, Japan.

Her interest in this issue illustrates that peace is a concern in everyone's life, regardless of age, race or nationality. Her actions prove that one person can make a difference. Her courage, will and desire to make a positive change in the world makes her a timeless hero.

James Earl Carter (1924-) (the 39th President of the United States) has dedicated his life to peace and humanity. He initiated peace talks between Middle East enemies, Egypt and Israel, in the 1970s. Peace talks between Egyptian President Anwar Sadat and Israeli Prime Minister Menachem Begin spanned 13 long days, much longer than initially anticipated. At times, animosities became so unbearable that Begin and Sadat refused to meet face to face.

Carter used his influence as President and his mediating capabilities to reestablish communication between the two. Even in the Middle East, a region so divided in ideologies, religions, and history, Carter proved that intervention and peaceful negotiation are the most logical and effective means of resolving hostilities. His role in resolving disputes between Israel and Egypt, despite their prolonged history of antagonism, illuminates Carter's heartfelt commitment to a more peaceful and better world.

Carter's legacy as diplomat and statesman continued after his presidency. His passion for the maintenance and advancement of worldwide peace is most evident in his creation of the Carter Center. Founded in 1982 the Carter Center's central principle is that "Everyone on earth should be able to live in peace."

Jimmy Carter pardoned draft evaders from the Vietnam War, established U.S. diplomatic relations with the People's Republic of China, and helped with the treaty of the Soviet Union.

One of Carter's successes was in North Korea in 1995. A product of Carter's meeting with North Korea's President, Kim Il Sung, was the neutralization of North Korea's nuclear program in exchange for the commencement of dialogue with the U.S., the first in 40 years.

Serving as chair of committees such as the Conflict Resolution Program (CRP), Carter has also created the International Negotiation Network.

Carter has been a lifelong advocate of human rights for all people. His dedication to a world characterized by peace and freedom from conflict has grown with each passing year.

His Holiness the XIVth Dalai Lama, Tenzin Gyatso (1935-) is the spiritual and temporal leader of more than 6 million Tibetan people. In 1989 the Nobel Committee decided to award the Nobel Peace Prize to the 14th Dalai Lama. The Committee emphasized the fact that the Dalai Lama, in his struggle for the liberation of Tibet, consistently has opposed the use of violence. He has instead advocated peaceful solutions based upon tolerance and mutual respect in order to preserve the historical and cultural heritage of his people.

The Dalai Lama has developed his philosophy of peace from a great reverence for all things living and upon the concept of universal responsibility embracing all mankind as well as nature. The Dalai Lama has come forward with constructive and forward-looking proposals for the solution of international conflicts, human rights issues, and global environmental problems.

In his Nobel Prize acceptance speech The Dalai Lama said:

> *"Because we all share this small planet earth, we have to learn to live in harmony and peace with each other and with nature. That is not just a dream, but a necessity. We are dependent on each other in so many ways, that we can no longer live in isolated communities and ignore what is happening outside those communities, and we must share the good fortune that we enjoy. We live in a period of great crisis, a period of troubling world developments. It is not possible to find peace in the soul without security and harmony between the people."*

Websites on Living Peaceably for Students

The Children's Peace Pavilion
The only children's peace museum of its kind. Where peace comes alive in the eyes of children and adults!
http://www.kidpeace.org/

Out on a Limb: Just for Children
Stories to help children learn peaceful living.
http://www.urbanext.uiuc.edu/kids/index.html

The Peace Rug
The peacerug is a place to go, with peaceful words, to peacefully resolve differences, to be better friends, to have a better world.
http://www.peacerug.com/

Get Your Angries Out
Everyone gets the angries. But sometimes they make us say and do things that we don't really mean. We can learn how to release those mads in safe ways, so that no one gets hurt and we feel better.
http://members.aol.com/AngriesOut/index.htm

PeaceJam
PeaceJam is an international education program built around leading Nobel Peace Laureates who work personally with youth to pass on the spirit, skills, and wisdom they embody. The goal of PeaceJam is to inspire a new generation of peacemakers who will transform their local communities, themselves and the world
http://peacejam.org:8001/

World Peace Project for Children
The purpose of the World Peace Project for Children is to promote world peace by educating children about global matters that concern them and by giving them tools to build positive connections with children in other cultures.
http://www.sadako.org/

Books on Living Peaceably for Students

Kindergarten to Grade 3

BUNTING, Eve and DIAZ, David. (1994). ***Smoky Night.*** Harcourt Brace. ISBN 0152699546. When the Los Angeles riots break out in the streets of their neighborhood, a young boy and his mother learn the values of getting along with others no matter what their background or nationality.

COERR, Eleanor and YOUNG, Ed. (1993). ***Sadako.*** Putnam. ISBN 0399217711. Hospitalized with the dreaded atom bomb disease, leukemia, a child in Hiroshima races against time to fold one thousand paper cranes to verify the legend that by doing so a sick person will become healthy.

DURELL, Ann and others. (1990). ***The Big Book for Peace.*** Dutton. ISBN 0525446052. The wisdom of peace and the absurdity of fighting are demonstrated in seventeen stories and poems by outstanding authors of today such as Jean Fritz, Milton Meltzer, and Nancy Willard, illustrated bv famous illustrators such as Paul Zelinsky, the Dillons, and Maurice Sendak.

LEAF, Munro. (1936). ***The Story of Ferdinand.*** Viking. ISBN 0140502343. Ferdinand likes to sit quietly and smell the flowers, but one day he gets stung by a bee and his snorting and stomping convince everyone that he is the fiercest of bulls.

LIONNI, Leo. (1963). ***Swimmy.*** Knopf. ISBN: 0394826205. A little black fish in a school of red fish figures out a way of protecting them all from their natural enemies.

POLACCO, Patricia. (1994). ***Pink and Say.*** Philomel. ISBN: 0399226710. Say Curtis describes his meeting with Pinkus Aylee, a black soldier, during the Civil War, and their capture by Southern troops. Based on a true story about the author's great-great-grandfather.

Grade 4-7

BARTOLETTI, Susan Campbell. (1999). ***Kids on Strike!*** Houghton Mifflin. ISBN 0395888921. Describes the conditions and treatment that drove workers, including many children, to various strikes, from the mill workers strikes in 1828 and 1836 and the coal strikes at the turn of the century to the work of Mother Jones on behalf of child workers.

FLEISCHMAN, Paul. (1997). ***Seedfolks.*** HarperCollins. ISBN 0060274719. One by one, a number of people of varying ages and backgrounds transform a trash-filled inner-city lot into a productive and beautiful garden, and in doing so, the gardeners are themselves transformed.

KONIGSBURG, E. L. (1996). ***The View from Saturday.*** Jean Karl/Atheneum. ISBN 068980993X. Four students, with their own individual stories, develop a special bond and attract the attention of their teacher, a paraplegic, who chooses them to represent their sixth-grade class in the Academic Bowl competition.

LOWRY, Lois. (1989). ***Number the Stars.*** Houghton Mifflin. ISBN 04400403278. In 1943, during the German occupation of Denmark, ten-year-old Annemarie learns how to be brave and courageous when she helps shelter her Jewish friend from the Nazis.

WOLFF, Virginia Euwer. (1998). ***Bat 6.*** Scholastic. ISBN0590897993. In small town, post-World War Oregon, twenty-one sixth-grade girls recount the story of an annual softball game, during which one girl's bigotry comes to the surface.

Grade 8-12

BAUER, Joan. (2000). ***Hope Was Here.*** Putnam. ISBN 0399231420. When sixteen-year-old Hope and the aunt who has raised her move from Brooklyn to Mulhoney, Wisconsin, to work as waitress and cook in the Welcome Stairways diner, they become involved with the diner owner's political campaign to oust the town's corrupt mayor.

GORDON, Sheila. (1987). ***Waiting for the Rain: A Novel of South Africa.*** Orchard Books/Franklin Watts. ISBN 0531057267. Chronicles nine years in the lives of two South African youths—one black, one white—as their friendship ends in a violent confrontation between student and soldier.

ROL, Ruud van der and VERHOEVEN, Rian. (1993). ***Anne Frank, Beyond the Diary: A Photographic Remembrance.*** Viking. ISBN 0670849324. Photographs, illustrations, and maps accompany historical essays, diary excerpts, and interviews, providing an insight to Anne Frank and the massive upheaval which tore apart her world.

MCPHERSON, Stephanie Sammartino. (1993). ***Peace and Bread: The Story of Jane Addams.*** Carolrhoda. ISBN 0876147929. A biography of the woman who founded Hull-House, one of the first settlement houses in the United States, and who later became involved in the international peace movement.

WALTER, Mildred Pitts. (1992). ***Mississippi Challenge.*** Bradbury. ISBN 0027923010. Describes the struggle for civil rights for the blacks in Mississippi, from the time of slavery to the signing of the Voting Rights Act in 1965.

Websites on Living Peaceably for Parents

Teaching Children Peace

Offers a very nice essay on methods by which parents can demonstrate and teach peaceful living to their children.

http://www.famucon.com/pt/pt_peace.html

Family Peace Project

The mission of the Family Peace Project is to end family violence and promote family peace. The Family Peace Project provides education, training and consultation to citizens, health care professionals, organizations and communities. The project is directed by psychologists and community activists who believe that citizens can improve their communities by using the power of individual responsibility, civic action and the democratic process to engage the strengths and resources of our local communities and create local solutions to the challenges we are facing.

http://www.famchildserv.org/programs/policycommunityinitiatives/ivff.html

Kids Peace

KidsPeace gives kids and their families peace through the nation's most comprehensive range of mental and behavioral health treatment programs, crisis intervention services and public education initiatives. KidsPeace, a private, not-for-profit organization, helps families help kids anticipate and avoid crisis whenever possible.

http://www.kidspeace.org/

Abcteach

Offers a host of peace-related activities for teachers and parents.

http://www.abcteach.com/

Get Your Angries Out

Everyone gets the angries. But sometimes they make us say and do things that we don't really mean. We can learn how to release those mads in safe ways, so that no one gets hurt and we feel better.

http://members.aol.com/AngriesOut/index.htm

10 Tips for Living in Peace with your Middle-School Child

http://familyeducation.com/article/0,1120,36-13090,00.html

The Peace Rug

The peacerug is a place to go, with peaceful words, to peacefully resolve differences, to be better friends, to have a better world.

http://www.peacerug.com/

Anger (From Aish HaTorah)

Offers suggestions to parents on how anger can be used as signal rather than as a tool, and explores how children model their own behavior on that of their parents.

http://www.aish.com/family/mensch/Anger.asp

Encouraging Non-Violence in Young Children's Play

http://www.maav.org/violencemedia.html

Learning Peace

This program is based on the position that parents have the power to create peace in their homes. By mastering and modeling anger management skills, conflict resolution, and positive discipline strategies, parents can create more peaceful lives for themselves and their children. Assumes that parents are the primary role models in their children's lives, and that they will learn the behavior modeled by their parents.

http://www.learningpeace.com/links.htm

Websites on Living Peaceably for Teachers

Peace Building Skills. You Can Learn Skills To Add Peace To Your World!
So you say you want a happier life? You want things to go smoother for you? You are angry and upset and don't know what to do about it? Here's the scoop—learn peace building skills! Learn exciting techniques to bring happiness into your life
http://members.aol.com/AngriesOut/skills.htm

Cranes for Peace
This site is a resource page for Eleanor Coerr's book Sadako and the 1000 Paper Cranes, which is about a girl who develops leukemia and dies after the Hiroshima bombing. Here, you will find instructions on folding paper cranes (which can be sent to the Children of the A-Bomb statue in the Hiroshima Peace Park as a symbol and wish for peace) and curriculum resources to accompany this book.
http://www.hc.net/~sparker/cranes.html

Street Law, Inc.
Street Law is practical, participatory education about law, democracy and human rights.
http://www.streetlaw.org/

Teaching Tools about Anger
http://aish.com/family/mensch/Anger.asp

Peace Symbols
http://rosella.apana.org.au/~mlb/cranes/symbols.htm

Abcteach
Offers a host of peace-related activities for teachers and parents.
http://www.abcteach.com/

Get Your Angries Out
Everyone gets the angries. But sometimes they make us say and do things that we don't really mean. We can learn how to release those mads in safe ways, so that no one gets hurt and we feel better.
http://members.aol.com/AngriesOut/index.htm

Teaching Tolerance
Teaching Tolerance is dedicated to helping schools and teachers access and implement the best anti-bias ideas available.
http://www.splcenter.org/teachingtolerance/tt-index.html

Appalachian Peace and Justice Network: Resources for Educators
The Appalachian Peace and Justice Network (APJN) is a non-profit organization which empowers and challenges groups and individuals to work for peace and social justice. APJN educates, provides training, and builds coalitions among local and regional groups and institutions.
http://www.frognet.net/~apjn/library.htm

Peaceful Schools International
The mission of Peaceful Schools International is to provide support to schools that have declared a commitment to creating and maintaining a culture of peace.
http://peacefulschoolsinternational.org/

Educators for Social Responsibility
ESR's mission is to make teaching social responsibility a core practice in education so that young people develop the convictions and skills needed to shape a safe, sustainable, democratic, and just world.
http://www.esrnational.org

The Peace Rug
The peacerug is a place to go, with peaceful words, to peacefully resolve differences, to be better friends, to have a better world.
http://www.peacerug.com/

PeaceJam
PeaceJam is an international education program built around leading Nobel Peace Laureates who work personally with youth to pass on the spirit, skills, and wisdom they embody. The goal of PeaceJam is to inspire a new generation of peacemakers who will transform their local communities, themselves and the world.
http://peacejam.org/

ERIC Bibliography on Living Peaceably

ERIC annotated bibliographies add brief ideas to help with this topic. Many of the annotated articles are available in full text. See the Appendix for directions.

The following reports of research and classroom practice are summarized here from the ERIC database. For more information on articles in the database, or to find the full text of an article go to http://eric.indiana.edu to search the database. The numbers at the top of each reference enable you to go directly to the article that you seek.

AN: ED388896
AU: Arnow, Jan
TI: Teaching Peace: How To Raise Children To Live in Harmony—Without Fear, Without Prejudice, Without Violence.
PY: 1995
AV: Berkley Publishing Group, 200 Madison Avenue, New York, NY 10016 ($12 U.S., $17 Canadian).
PR: Document Not Available from EDRS.
DEM: *Conflict Resolution; *Mass Media; *Multicultural Education; *Prosocial Behavior
DER: Bias-; Children; Childrens Television; Critical Thinking; Cross Cultural Training; Cultural Pluralism; Elementary Secondary Education; Peace; Peer Influence; Racial Bias; Self Esteem; Sex Bias; Sex Differences; Stereotypes; Violence
AB: This guide presents a hands-on approach to teaching children the values that will help them live in today's changing world. Parents and teachers are given practical ways to combat prejudice and discourage hatred and violence. Part 1 discusses the roles of the home and family, focusing on conditioning for hatred and violence as it occurs through war toys, video games, and the mass media. A second chapter contains suggestions for evaluating the literature a child reads. Part 2 focuses on the school, with the section's first chapter devoted to the school climate and the need for a supportive setting. Growing up equal is the focus of the section's second chapter, with emphasis on gender fairness and equality. The third chapter of part 2 describes parent participation with teachers. Part 3 moves to encompass home, school, and the community, beginning with a discussion of multiculturalism in the community and the school, and an exploration of communicating across cultures. Many of the strategies for promoting peace are based on building self-esteem and the confidence to resist peer pressure. (Contains 90 resources, a list of key words, and 170 references.) (SLD)

AN: ED446870
AU: Casey, Cherl; Klene, Peggy; Pangallo, Patricia
TI: Creating a Conflict-Solving Classroom Community.
PY: 2000
NT: Master of Arts Action Research Project, Saint Xavier University and Skylight Professional Development.
PR: EDRS Price MF01/PC07 Plus Postage.
DEM: *Behavior Change; *Classroom Environment; *Conflict Resolution; *Program Effectiveness; *Student Behavior
DER: Action Research; Behavior Problems; Change Strategies; Elementary Education; Interpersonal Competence; Peer Mediation; Peer Relationship; Program Evaluation; Student Attitudes
AB: This action research project evaluated a program to improve students' ability to resolve conflicts. Many students of the targeted third-, fourth-, and fifth-grade classrooms lacked a well-defined sense of classroom community as well as the ability to resolve conflicts peaceably. Research indicated that specific skills needed to be taught. For this reason, a program was developed which was supported by the administration and implemented during a 5-month time span beginning in September. The implemented program included instructing children in three main categories: building a

classroom community, conflict resolution skills, and peer mediation. This was accomplished through the use of activities that helped create a sense of community, personal responsibility, and the ability to solve conflicts peacefully. While evaluation surveys showed an increase in discipline notices, detentions, and suspensions, this does not reflect the success of the program. Subjective observations and anecdotal comments by students and parents provided a different perspective. Positive feelings among teachers, students, parents, and administration were expressed through surveys and verbal comments. The overall impact upon school and individual classrooms was noted with a recommendation for expanded implementation. (Ten appendices include instructional materials for conflict resolution and peer mediation. Contains 18 references.) (Author/HTH)

AN: ED415970
AU: Herron, Ron
TI: Getting Along with Others: An Activity Book. Charts and Tips To Help You Teach Social Skills to Children and Reward Their Good Behavior. Grades Pre K-6.
CS: Father Flanagan's Boys' Home, Boys Town, NE.
PY: 1996
AV: Boys Town Press, 14100 Crawford Street, Boys Town, NE 68010; phone: 1-800-282-6657; fax: 402-498-1310; web address: http://www.ffbh.boystown.org.
NT: Teacher's Choice Award winner for 1997 from "Learning Magazine."
PR: Document Not Available from EDRS.
DEM: *Interpersonal Competence; *Parents as Teachers; *Prosocial Behavior; *Social Development DER: Elementary Education; Elementary School Students; Experience Charts; Instructional Materials; Learning Activities; Parent Child Relationship; Parent Materials; Preschool Children; Preschool Education
AB: Noting that children need to learn to cooperate with peers, older children, adults, and parents, this activity book presents 30 charts to help parents help their children learn and practice social skills. The illustrations, coloring activities, and rewards for parents to offer are designed to keep children entertained and motivated. The book includes hints for parents and tips on setting up rewards and how often to reward. Skills included on the charts include: (1) listening to others; (2) showing you care; (3) following instructions; (4) controlling your anger; (5) accepting "no"; (6) correcting mistakes; (7) interrupting in a nice way; (8) saying something nice; (9) telling the truth; (10) saying you are sorry; and (11) offering to help someone. A list of additional social skills for children to learn is included. (JPB)

AN: ED440317
AU: Coombs-Richardson, Rita
TI: Violence in Schools: Causation and Prevention.
PY: 2000
NT: Paper presented at the Annual Convention of the National Association of School Psychologists
(32nd, New Orleans, LA, March 28-April 1, 2000).
PR: EDRS Price MF01/PC01 Plus Postage.
DEM: *Antisocial Behavior; *At Risk Persons; *Educational Environment; *Schools; *Violence
DER: Biological Influences; Child Abuse; Early Intervention; Elementary Secondary Education; Influences; Prevention; Sex Differences
AB: This paper examines the elements leading to school violence in order to propose strategies to help achieve a peaceful school climate. It states that there is evidence that the brain of violent individuals seems to reveal abnormalities. Brain pathology and genetic vulnerability are only two components that may cause individuals to become antisocial and violent. Although males cause most of the violent acts in schools, violent behavior among females is escalating. Risk factors that may lead male

and female youth to violent behavior include: coming from a family with a history of criminal violence, being abused, belonging to a gang, and abusing drugs or alcohol. Schools are responding with zero tolerance policies, security measures involving police and security guards, simulations of shooting drills, and conflict resolution/social skills instruction. The preventive measures of early intervention programs and parent training offer hope to help curb the violence. The paper concludes that teachers need the support of counselors and school psychologists to implement violence prevention programs. Reducing class size and personalizing education also would help give students what they need. Working towards a cooperative climate where disagreements can be resolved in a rational way will help establish positive relationships among students and teachers. (Contains 18 references.) (JDM)

AN: ED380908
AU: Bodine, Richard; and others
TI: Creating the Peaceable School Mission.
PY: 1995
NT: Paper presented at the Annual Meeting of the American Association of School Administrators (New Orleans, LA, February 10-13, 1995).
PR: EDRS Price MF01/PC01 Plus Postage.
DEM: *Conflict Resolution; *Peace; *Prevention
DER: Communication Skills; Cooperation; Elementary Secondary Education; Interpersonal Communication; Interpersonal Competence; Problem Solving; School Safety
AB: Some researchers and practitioners believe that schools can play a leading role in preventing violence among youth. This document offers a framework for collaboration that moves from simply recognizing the problem to preparing youth to live peaceably in a diverse community. The "Creating a Peaceable School" program is based on the premise that youth should not only be taught the skills necessary to resolve differences without violence, but that they must also have an opportunity to utilize the skills daily in the community, school, and neighborhood. These life skills are learned by everyone in the school as part of a comprehensive school-based violence-prevention program. Central to the program is the implementation of a noncoercive discipline system designed to teach students self-discipline and responsibility. Kreidler defines the "peaceable classroom" as a warm and caring community in which five qualities are present: cooperation, communication, tolerance, positive emotional expression, and conflict resolution. In addition, six skill areas are fundamental to the achievement of a peaceable school: building a peaceable climate, understanding climate, understanding peace and peacemaking, mediating, negotiating, and group problem solving. Information on the Illinois Institute for Dispute Resolution (IIDR) is included. (LMI)

AN: ED389642
AU: Schilling, Dianne
TI: Getting Along: Activities for Teaching Cooperation—Responsibility—Respect.
PY: 1993
AV: Innerchoice Publishing, P.O. Box 2476, Spring Valley, CA 91979.
PR: EDRS Price MF01 Plus Postage. PC Not Available from EDRS.
DEM: *Conflict Resolution; *Decision Making; *Interpersonal Communication; *Peace; *Problem Solving
DER: Antisocial Behavior; Conflict; Cooperation; Elementary Secondary Education; Global Education; Group Activities; Intergroup Relations; International Relations; Multicultural Education; Prosocial Behavior; Social Control; Social Problems; Social Studies; Teamwork
AB: This book provides activities to introduce or reintroduce students to conflict resolution skills in a deliberate, enjoyable fashion and to elevate their awareness of each person's responsibility to create a cooperative environment wherever they may be. Interdependence is a central theme as is the awareness that dis-

sent and conflict are natural and productive elements in society. Activities are grouped into seven topic areas with accompanying handouts. The topic areas include: (1) "Appreciating Differences"; (2) "Communicating Effectively"; (3) "Developing Friendship Skills"; (4) "Helping and Being Helped"; (5) "Including Others"; (6) "Resolving Conflict"; and (7) "Working Together." (EH)

AN: ED411069
AU: Dunleavy, Shannon; Karwowski, Sandra; Shudes Eitel, Jennifer
TI: Improving Social Interaction among 4th Grade Students through Social Skills Instruction.
PY: 1997
NT: Master's Action Research Project, Saint Xavier University & IRI/Skylight. Several pages in the Appendix contains light print and may not reproduce well.
PR: EDRS Price MF01/PC04 Plus Postage.
DEM: *Behavior Change; *Classroom Environment; *Elementary School Students; *Interpersonal Competence; *Social Adjustment; *Social Development
DER: Class Activities; Cultural Differences; Curriculum Development; Economically Disadvantaged; Elementary School Curriculum; Grade 4; Intermediate Grades; Interpersonal Communication; Social Behavior
AB: This action research project implemented a program for improving social skills in order to establish positive interaction among 4th grade students at a northern Chicago suburban school. Social skills deficiency was documented through behavior checklists and referrals, teacher observations and student reflection. Teachers reported that low incomes, mobility rate, the need for social service support and cultural diversity hindered many of the students' interactions. A review of the literature suggested that children have problems getting along with others due to second language barriers, social incompetence, poor role modeling and the absence of curriculum related to social skills. Cooperative task and base groups were then created, and a classroom management plan that emphasized student responsibility and a positive climate was implemented. A social skills program was integrated into the curriculum. Post intervention data indicated an increase in student use of conflict resolution skills. It was also noted that students showed improvement in the targeted social skills, decreasing the amount of time teachers spent correcting negative behaviors. (10 appendices contain daily and weekly tally sheets, student survey, group observer checklist, individual observer checklist, reduced lunch form, lessons for social skills, and message log responses of students.) (JPB)

AN: ED422102
AU: Herron, Ron; Peter, Val J.
TI: A Good Friend: How To Make One, How To Be One. Boys Town Teens and Relationships, Vol. 1.
CS: Father Flanagan's Boys' Home, Boys Town, NE.
PY: 1998
AV: Boys Town Press, Father Flanagan's Boys' Home, 14100 Crawford Street, Boys Town, NE 68010; phone: 800-282-6657 ($8.99).
PR: Document Not Available from EDRS.
DEM: *Adolescents; *Friendship; *Interpersonal Competence; *Prosocial Behavior;
*Social Development
DER: Communication Apprehension; Peer Acceptance; Peer Groups; Peer Relationship; Personality Development; Shyness; Social Experience; Social Life; Socialization
AB: This book provides a blueprint for teens for building friendships. The book contains suggestions for improving friendship skills, making a good first impression, and getting along with others. Also covered are people skills for use in many social situations, and keeping friendships healthy. Following the introduction, chapter one, "The Basics of Friendship," defines the different levels of

friendship, provides ten rules for friendship, and advice on meeting people and making friends. Chapter two, "Conversation Building Blocks," provides 11 suggestions for starting and keeping a conversation going. Chapter three, "Getting Along with Others," provides 10 pieces of advice for getting along with friends and adults. Chapter four, "People Skills," lists nine necessary social skills and hints for implementing each skill. Chapter five, "Friendship Do's and Don'ts," lists 12 hints for keeping friendships happy and healthy. Chapter six, "Shyness," provides advice on recognizing shyness and eight tips for overcoming shyness. Each chapter provides a case study/story about a teen to illustrate the chapter's topic. (SD)

AN: ED358406
AU: Johnson, Mary Dell
TI: Caring, Sharing and Getting Along: Children's Activities in Social Responsibility.
CS: ETR Associates, Santa Cruz, CA.
PY: 1993
AV: ETR Associates, P.O. Box 1830, Santa Cruz, CA 95061-1830. ($12.95).
NT: Illustrated by Laurie Edmonds.
PR: EDRS Price MF01 Plus Postage. PC Not Available from EDRS.
DEM: *Interpersonal Competence; *Social Responsibility; *Young Children
DER: Child Development; Curriculum Enrichment; Elementary School Students; Primary Education
AB: This book is one in the Children's Activity Series of books to promote awareness about health, family life, and cultural diversity for children in kindergarten through third grade. The books in this series are written to enhance an established curriculum, rather than to serve as the curriculum itself. They offer ideas for hands-on activities for teachers to integrate into the primary-level curriculum. Each activity begins with a statement of the purpose of the activity and a brief description of the activity "in a nutshell." Other activity sections outline any advance preparation needed to conduct the activity, identify items for student use, detail the steps for the process of the activity, list new words used in the activity, and explain how to integrate lessons into language arts, social studies, and other areas of the primary curriculum. Reproducible masters for student activify sheets and teacher patterns are included for each activity. This book in the series uses the activity format to provide a framework for teaching important social skills to young children. It focuses on seven important social skills: the need for rules, authority, individual rights and respect for others' personal space, cooperation, property, following directions, and responsibility. (NB)

Caring, The Greatest Gift

Action Steps

Activities

Books

Websites

Synonyms

kindness
concern
empathy
sympathy
support
compassion
helpfulness
forgiving

Definition

Caring—showing understanding of others by treating them with kindness, compassion, generosity, and a forgiving spirit.

The best way to find yourself is to lose yourself in the service of others.
- Gandhi

Terrorist attacks—outrage—resolve—caring. We saw it all unfold in the fall of 2001 when terrorists destroyed the World Trade Center, put a gaping hole in the Pentagon, and sent anthrax bacteria through the mail.

Everywhere, people stepped forward to help those who suffered personal loss. From school children who conducted bake sales and sent the proceeds to the victims to high profile media stars who put on benefit concerts, people wanted to show that they cared about the plight of their fellow citizens. These examples and these times lead us to pay particular attention to the virtue that St. Paul's letter called the greatest virtue: The greatest of these is Love.

Children rightly need to see virtues or positive attitudes in action. They need concrete images for them to see what a strong character does: like the chaplain of the New York Fire Department who was crushed by falling debris as he ministered to a fallen firefighter immediately after the attack on the World Trade Center. Those heroic examples can start a family conversation but then lead to other examples and images that children can see as closer to normal life.

What does caring mean and how does it manifest itself in daily actions?

- ***Caring, love, charity, sympathy, empathy, kindness, courtesy, reaching out***

These are words that people use to mean caring, that is, a word that stands for love. Philosophers remind us that we can only love what is good, and without love all the other virtues or traits that we associate with a positive character can't exist. Without love, we have no reason to respect, to share, to shoulder responsibility, or to be proud of ourselves.

Think of what caring people do in daily life. Here's one example.

Small Town Funeral

On a warm summer day, four people got in a minivan and drove three and a half hours one way to a small town funeral home. They were attending the funeral of a woman that they did not know, an alcoholic who died at the age of sixty-four, a continuing problem to her children.

The four people in the minivan were a sixty-nine year old white male, a thirty-eight year old white male, a thirty-six year old Chinese female, and a thirty-four year old Indian female. They made the long hot drive because they cared about their friend and fellow worker whose mother had just died of complications from alcoholism. They wanted to show their friend that they loved him and wished that they could ease the pain of his loss. He hugged each of them while he cried and spoke fondly of his mother.

A little while later, the four got back in their van for the long return trip, feeling closer than ever to their fellow worker.

Discussion

Share stories like these when you hear them. Ask students if they know any incidents that show people expressing their love through their actions. Stories give them images that will guide their own lives, images of friendship, of love, of charity.

Lead Students to Become Caring People

How do you change children from self-centered, selfish creatures into caring individuals? It is not an easy task, but the guidelines are fairly clear:

- Treat them the way you want them to become. A person who feels loved will love others.
- Show them love in action. Children do not respond to abstract talk, but they can see what you mean when you give them examples of the acts of caring people.
- Be persistent. Just as bad habits develop over time, so do good habits require repetition over time.
- Build on a belief system. We all have unalienable rights because we have been given those rights by our Creator, says the U.S. Declaration of Independence. To care means to bestow loving attention, to respond to needs, to listen and to act accordingly, i.e., to do what is good for the person in need.

A belief system, e.g., the principles in our founding documents, enables us to build a caring personality. If we don't act from principles, our responses to people's needs are merely emotional. In other words, if we don't feel sympathetic that day or towards a particular person, we won't respond.

St. Augustine's principle may help guide us: "Love, then do what you will." When you love someone, you are always working to do good things for that person. You truly care for their growth and happiness.

"Those who bring sunshine to the lives of others cannot keep it from themselves." – Sir James M. Barrie

Activities for Teaching Caring

Try one or all of these ideas to help you and your children become aware of what caring means in your family and neighborhood.

Help a Neighbor

Look around for someone in your community who needs a helping hand, for example, young parents who are feeling overwhelmed, an older person who can't take care of his or her yard, a lonely person who has no family nearby. What can you do? Discuss the matter with your children. How can you help your neighbor without injuring their pride? Make a list of ideas, such as, take them a meal, listen to them talk about their problems, rake leaves or shovel snow, and so on. These small gestures can make a big impact and the activity will mean a lot to your children.

Secret Pals

Place the names of all family members in a box or hat. Each person draws out a name. For the following week each one will perform anonymous acts of kindness for the person that they have drawn. The acts could be notes of encouragement, helping with chores, offering a compliment, sharing a treat, and so on. At the end of the week, share what each of you learned from this experience.

Daily Goal

To remind each other of our need to care for family and friends, use breakfast time to set a daily goal. This activity probably makes more sense for children who are nine or ten and older. Ask each child to think of a type of activity that they will do that day to show that they care for family or school mates or neighbors. It gets them to think of caring service as a part of their daily lives.

Card Pack

Take a pack of 3 x 5 cards or some old business cards and write one of these statements on each card. Then display a new card each day as a reminder of ways your children can act out their sense of caring:

- Show compassion
- Be aware of other's needs
- Help people in need
- Provide a shoulder to cry on when a friend needs it
- Show appreciation for your parents
- Thank people for what they do for you
- Forgive others of their shortcomings
- Show acts of kindness without expecting rewards

(Handout for Parents)

Parent Activity #1

Dear Parent,

Recently we have been working on the character trait of caring. Since we want children to do some tasks at home, we are sending you some suggestions.

Caring means:

- Showing concern for others.
- Being kind to people.
- Saying please and thank you.
- Helping people.

You can do many things every day to encourage your child to develop into a caring individual.

Show love for your child with hugs and words of appreciation for kind actions.

Ask your child to think about how the words they speak and the actions they take will cause others to feel.

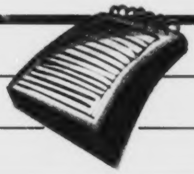
Share with your children examples of caring which you have seen. Ask them if they have seen similar examples.

Look for opportunities to volunteer with your child. This can be as simple as taking food to an ailing neighbor, helping a senior citizen with the yard work or helping care for a child.

Turn to resources about character education. See http://www.eric.indiana.edu for character education ideas and resources.

If you find helpful ideas for this topic, please share them with us at school. Thank you for being a caring parent.

Sincerely,



(Handout for Parents)

Parent Activity #2

Dear Parent,

You may find the following a useful tool as you work to build a sense of caring in your children.

Hug Your Children

After the terrorist attack on the World Trade Center in New York City, one financial company learned that 700 of its 1000 employees died in the fiery explosion. This was a hard-nosed company that handled the sale of bonds across the world.

The day after the deadly attack, the president of the company gave an emotional speech to the remaining 300 employees: "Don't worry about business," he cried. "Go home and hug your children; hug your spouse. I don't care about business, but I do care about you and your families."

Sometimes it takes a tragedy to shock us into realizing that our families are very dear to us, and that we should show them signs of our love with hugs, compliments, and spending time with them.

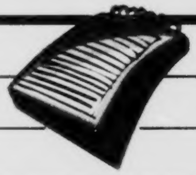
Caring Checklist

Check those items that you will do for members of your family to show your love. List examples of what you will do.

____ Acts of kindness
____ Common Courtesies
____ Compliments
____ Hugs and Kisses
____ Caring acts for relatives
____ Caring acts for neighbors and schoolmates

Use this checklist as a way of talking with your children about the acts that show love and care. It helps them to come up with examples that they can do.

Sincerely,



Historical Figures Who Exemplify Caring

Mother Teresa (maiden name-Agnes Gonxha Bojaxhiu, 1910-1997) At twelve she felt for the first time the desire to devote her life to the service of God. She decided to train for missionary work, and a few years later made India her choice. At the age of eighteen she joined the Sisters of Loreto, an Irish community of nuns with a mission in Calcutta. She had chosen the name of Sister Teresa, in memory of the Little Teresa of Lisieux. After a few years she became a Leader of the Order of the Missionaries of Charity. In India and beyond, Mother Teresa and her Missionaries of Charity devoted their time to the blind, the disabled, the aged, and the poor. She opened schools, orphanages and homes for the needy, and turned her attention to the victims of AIDS. Mother Teresa went all over the world to help people, rescue children, advise her sisters; to organize and to talk. All her life she continued to search for means to help the poor people all over the world, using limited resources at her disposal. Mother Teresa's work has aroused considerable attention throughout the world, and she has received a number of awards and distinctions, including the 1979 Nobel Peace Prize.

Harriet Tubman (1819-1913) was born into slavery, in Dorchester County, Maryland and was raised under harsh conditions, and subjected to whippings even as a small child. At the age of 30, fearing she would be sold South, she made her escape. After freeing herself from slavery, Harriet Tubman decided to help the other slaves get to freedom. Following the route to Pennsylvania, she initially settled in Philadelphia, where she became a member of the Philadelphia Anti-Slavery Society- the Underground Railroad movement. Her success was wonderful. Time and again she made successful visits to Maryland using the Underground Rail Road. She would be absent for weeks at a time, running daily risks while making preparations for herself and her passengers. In all, Harriet made 19 trips on the Underground Railroad and freed more than 300 slaves. She was the famous fugitive slave from Maryland, risking her own life and freedom to help others find theirs. Slaveholders posted a $40,000 reward for the capture of the "Black Moses."

Albert Schweitzer (1875-1965) German Philosopher, Physician and Humanitarian has been called the greatest Christian of his time. He based his personal philosophy on a reverence for life and on a deep commitment to serve humanity through thought and action. For his many years of humanitarian efforts Schweitzer was awarded the 1952 Nobel Peace Prize. By the time he was 21 Schweitzer had decided on the course of his life. For nine years he would dedicate himself to study science, music, and theology. Then he would devote the rest of his life to serving humanity directly. He studied medicine and he was inspired to become a medical missionary. Over the years he built a large hospital in French Equatorial Africa, that served thousands of Africans. In 1955 Queen Elizabeth II awarded Schweitzer the Order of Merit, Britain's highest civilian honor.

Websites on Caring for Students

Care and Concern

Is it really important to care for others? How can we really help? Five steps of the process of caring. Ways to show care and concern.
http://www.geocities.com/siukai82/Care.htm

Caring from the Center for Character Development

http://www.charactercenter.com/Caring.htm
#Caring Treasure Hunt

Report an Act of Kindness

Please send us your kindness stories. If someone was unusually kind to you and you want to recognize what he or she did, type it in and send it to our address: cicrcl@pcisys.net
http://weinholds.org/kindness/issue1/article7.html

Moozie the Cow

Moozie's mission is to "spread the milk of human kindness."
http://www.moozie.com/

CharacterEd.Net

You can share stories about caring in your school and your grades.
http://www.charactered.net/preview/stories/stories.asp

What I Think Compassion Means

http://www.ba.k12.ok.us/main/Character%20Grows/compassion/compassion%20kids/compkids.html

Definition of Compassion - Another Word for Caring.

http://www.easd.k12.pa.us/character/monthlytraits/Compassion.htm

Thoughts on the Idea of Caring

http://sierracanyon.com/school/character/caring.html

Help the Homeless

This site is for kids in grades 1-5. The site teaches kids the homeless and what they can do to about help. It also has links to activities and other sites for kids.
http://www.hud.gov/kids/hthsplsh.html

List of Ways to Help

This site gives a list of ways kids can help the homeless. Each idea links to a more detailed explanation of ways in which kids can help.
http://www.earthsystems.org/ways/VI.html

Kids Can Make a Difference

For middle and high school students. It focuses on the causes of hunger and poverty, the people affected, solutions, and how students can help. It features a Hunger Quiz, Kids Newsletter, Hunger Facts, Hot Topics, and a Bulletin Board.
http://www.kids.maine.org/prog.htm

Explorers' Page

This page has a lot of interesting things kids can do to care for the environment. There are fact sheets, interactive games, and links to other sites. It is directed to kids ages 5-12.
http://www.epa.gov/kids/

Caring. How Do You Show Concern For Others?

http://www.timberridgemagnet.net/fam/caring.htm

What Does It Mean To Be A Caring Person?

Some practical advice about caring.
http://www.fortdodge.org/charactercounts/charactercorner1200.htm

Caring: A Great Collection of Web Sites for Students

http://web.utk.edu/~arox/kidscaring.html

Books on Caring for Students

K to Grade 3

CHERRY, Lynne. (1994). ***The Dragon and the Unicorn.*** Harcourt Brace & Co. ISBN 0152241930. Valerio the dragon and Allegra the unicorn are driven into hiding when humans begin to destroy the natural beauty of their land, but they receive hope when they befriend the daughter of the man responsible.

COONEY, Barbara. (1982). ***Miss Rumphius.*** Viking Press. ISBN 0670479586. As a child Great-aunt Alice Rumphius resolved that when she grew up she would go to faraway places, live by the sea in her old age, and do something to make the world more beautiful-and she does all those things, the last being the most difficult of all.

DEPAOLA, Tomie. (1981). ***Now One Foot, Now the Other.*** Putnam. ISBN 0399207740. When his grandfather suffers a stroke, Bobby teaches him to walk, just as his grandfather had once taught him.

MITCHELL, Margaree King and RANSOME, James. (1993). ***Uncle Jed's Barbershop.*** Simon & Schuster Books for Young Readers. ISBN 0671769693. Despite serious obstacles and setbacks Sarah Jean's Uncle Jed, the only black barber in the county, pursues his dream of saving enough money to open his own barbershop.

SPINELLI, Eileen and YALOWITZ, Paul. (1991). ***Somebody Loves You, Mr. Hatch.*** Bradbury Press. ISBN 0027860159. An anonymous valentine changes the life of the unsociable Mr. Hatch, turning him into a laughing friend who helps and appreciates all his neighbors.

STEWART, Sarah and SMALL, David. (1997). ***The Gardener.*** Farrar Straus Giroux. ISBN 0374325170. A series of letters relating what happens when, after her father loses his job, Lydia Grace goes to live with her Uncle Jim in the city but takes her love for gardening with her.

Grade 4 to 7

BABBIT, Natalie. (1985, originally published in 1975). ***Tuck Everlasting.*** Farrar, Straus, Giroux. ISBN 0374480095. The Tuck family is confronted with an agonizing situation when they discover that a ten-year-old girl and a malicious stranger now share their secret about a spring whose water prevents one from ever growing old.

DE JONG, Meindert. (1956). ***The House of Sixty Fathers.*** Harper. ISBN 0060214813. Alone in a sampan with his pig and three ducklings, a little Chinese boy is whirled down a raging river, back to the town from which he and his parents had escaped the invading Japanese, and spends long and frightening days regaining his family and new home.

DICAMILLO, Kate. (2000). ***Because of Winn-Dixie.*** Candlewick Press. ISBN 0763607762. Ten-year-old India Opal Buloni describes her first summer in the town of Naomi, Florida, and all the good things that happen to her because of her big ugly dog Winn-Dixie.

MACLACHLAN, Patricia. (1985). ***Sarah, Plain and Tall.*** Harper & Row. ISBN 0060241012. When their father invites a mail-order bride to come live with them in their prairie home, Caleb and Anna are captivated by their new mother and hope that she will stay.

O'DELL, Scott. ***Sing Down the Moon.*** (1992, originally published in 1970). Dell. ISBN 0440406730. A young Navajo girl recounts the events of 1864 when her tribe was forced to march to Fort Sumner as prisoners of the white soldiers.

Grade 8 to 12

BROOKS, Martha. (2000). ***Being With Henry.*** Dorling Kindersley. ISBN 0789425882. Forced out of his home by a disagreeable and bullying stepfather, sixteen-year-old Laker moves to another town and strikes up an unexpected friendship with a frail but determined old man.

DEUKER, Carl. (2000). ***Night Hoops.*** Houghton Mifflin. ISBN 0395979366. While trying to prove that he is good enough to be on his high school's varsity basketball team, Nick must also deal with his parents' divorce and the erratic behavior of a troubled classmate who lives across the street.

DICKENS, Charles. (2000, Viking edition). ***A Christmas Carol.*** Viking. ISBN 0670888788. A miser learns the true meaning of Christmas when three ghostly visitors review his past and foretell his future.

VOIGT, Cynthia. (1982). ***Dicey's Song.*** Atheneum. ISBN 0689309449. Now that the four abandoned Tillerman children are settled in with their grandmother, Dicey finds that their new beginnings require love, trust, humor, and courage.

YEP, Laurence. (1991). ***The Star Fisher.*** Morrow Junior Books. ISBN 0688093655. Fifteen-year-old Joan Lee and her family find the adjustment hard when they move from Ohio to West Virginia in the1920s.

Movies on Caring

Watching movies together or reading books can help you and your children discuss the important character attitude of caring. There are many examples of movies and books that make brief conversations about caring an appropriate way to emphasize this virtue as it shows up in the lives that you have just witnessed. Here are a few that may get your started.

Just like Dad. The strength of a father's love is tested when his undersized son finds the perfect stranger to act as his dad at a school outing.

Walking across Egypt. A juvenile delinquent yearning for a home and someone to love him finds a safe haven with a compassionate widow.

No More Baths. Keagan personifies the statement, "I am my brother's keeper," as he helps his neighbor.

The Butter Cream Gang. In order to help a friend, the Butter Creamers must overcome peer pressure and learn to love unconditionally.

The Tale of Tillie's Dragon. (animated) Brave Tillie reminds us of the importance of friendship when she befriends a lonely dragon named Herman.

[Above films are all available from Feature Films for Families, 1-800-326-4598 or at http://www.familytv.com.]

Websites on Caring for Parents

Child Stage Development: Teaching Children To Care
Empathy is a foundation for caring for others and can be taught through age appropriate activities and approaches. You can develop this value in your children.
http://arar.essortment.com/childdevelopmen_retw.htm

How Children Learn to Care
Today, child development experts know that the impulse to care is innate and can be cultivated by parents who are willing to instill the value of caring early on in their children's lives. The need for caring kids is growing as the emphasis of American culture has become materialistic, me-first and bottom-line oriented.
http://family.go.com/raisingkids/child/skills/feature/dela118care/dela118care.html

Teaching Your Child To Care
Children are 25% of our population but 100% of our future. To learn concern for others, your children need to see and hear you expressing concern for others.
http://graham.ces.state.nc.us/newsletters/character/caring/

Carrie - The Caring Cat
Read a critter's character story to a child!
http://www.agctr.lsu.edu/4hcritters/Carriep1.html

Looking at Values: Caring
http://www.parentingpress.com/val_caring.html

Moozie the Cow
Moozie the cow teaches kids how to spread the milk of human kindness.
http://www.moozie.com/

Teaching Kids to Care
A real life lesson in kindness from the Family Therapy Network.
http://www.cary-memorial.lib.me.us/bullyweb/networker.htm

Teach your Child about Caring
Every day you instill values in your children. Teaching character is the same as teaching values. Your children observe everything you do and listen to things you say to them or around them. You are the most important teacher your child will ever have.
http://www.agctr.lsu.edu/4hcritters/PAR_CARING.htm

What Makes Kids Care?
In a world where violence and cruelty seem to be common and almost acceptable, a lot of parents wonder what they can do to help their children become 'kinder and gentler'—to develop a sense of caring and compassion for others (kindness).
http://www.kinderstart.com/frame_for_links.php?redirect=http://www.apa.org/pubinfo/altruism.html

Parent's Guide to Caring
http://www.fortdodge.org/charactercounts/guide.htm

Some Activities to Teach Caring
http://character.sketches.unl.edu/booklet.htm

What makes Kids Care?
http://www.apa.org/pubinfo/altruism.html

Child Stage Development: Teaching Children To Care
http://arar.essortment.com/childdevelopmen_retw.htm

Websites on Caring for Teachers

Lesson Plan: Caring.
Six Pillar Shuffle: Texans Building Character.
http://fcs.tamu.edu/tbc/txlessonplans/caring.htm

Teaching Caring in the Classroom
http://www.agctr.lsu.edu/4hcritters/teach-caring.htm

Process of Caring: Ways to Show Care and Concern
http://www.geocities.com/siukai82/Care2.htm

Thoughts on the Idea of Caring
http://sierracanyon.com/school/character/caring.html

Caring: A Great Collection of Web Sites for Teachers
http://web.utk.edu/~arox/teacherscaring.html

Teaching Guides for High School
Discussion Questions, Writing Assignments, and Student Activities for Character Education.
http://www.goodcharacter.com/ISOC/Caring.html

Teaching Guides for Middle School
Discussion Questions, Writing Assignments, and Student Activities for Character Education.
http://www.goodchaacter.com/MStopics.html

Caring and Sports
Coaches are, first and foremost, teachers; they are among the most influential people in a young athlete's life. Because coaches are such powerful role models, young athletes learn more from them about character than about athletic performance.
http://www.goodcharacter.com/Caring5.html

Caring with Poetry Presentation
Character Education Lesson Plan: Grade 8.
http://www.ncpublicschools.org/nccep/lp/lp99t.html

CaringTeachers.com
http://www.caringteachers.com/

Creative Activities on Caring
from the CCD (Center for Character Development).
http://www.charactercenter.com/act1/actCaring.htm

ERIC Bibliography on Caring

ERIC annotated bibliographies add brief ideas to help with this topic. Many of the annotated articles are available in full text. See the Appendix for directions.

The following reports of research and classroom practice are summarized here from the ERIC database. For more information on articles in the database, or to find the full text of an article go to http://eric.indiana.edu to search the database. The numbers at the top of each reference enable you to go directly to the article that you seek.

AN: ED452111
AU: Brooks, Diane L.
TI: Readings and Activities for Character Education: A Resource Guide for Teachers and Students.
PY: 2001
AV: Cobblestone Publishing Company, 30 Grove Street, Suite C, Peterborough, NH 03458 ($69.95). Tel: 800-821-0115 (Toll Free); Fax: 603-924-7380; Web site: http://www.cobblestonepub.com/pages/chared/chared.html.
PR: Document Not Available from EDRS.
DEM: *Citizenship Education; *Student Development
DER: Intermediate Grades; Law Related Education; Middle Schools; Reading Comprehension; Social Studies
AB: This resource guide, for teachers and students in the upper elementary and middle school grades, has been developed in response to the nationwide interest in asking schools to play an active role in preparing students to become informed and responsible citizens. The guide is divided into seven sections, one for each character trait: Caring, Civic Virtue and Citizenship, Honesty, Justice and Fairness, Respect, Responsibility, and Trustworthiness. Each section begins with a definition and discussion of its respective trait. This is followed by student activities, which can be used with lesson plans for history, civics, literature, reading, or science. The activities include reflection and individual writing, small cooperative group projects, whole-class discussion, homework, community-based/service learning projects, assessment, and extension for student proficiency. Following the activities are several readings fro Cobblestone Publishing magazines. Each article or group of articles has a corresponding page of reading comprehension questions. Appendix A contains a selected and annotated list of readings that support character education, Appendix B outlines principles of effective character education, and Appendix C lists helpful organizations and publications. (BT)

AN: ED443530
AU: Heretick, Donna M.L.
TI: The Empowered Family: Raising Responsible and Caring Children in Violent Times.
CS: Mercy Health Partners, Toledo, OH.
PY: 2000
AV: Mercy Health Partners, c/o Youth Focus Program, P. O. Box 2480, Toledo, OH 43606; Tel: 877-349-6884 (Toll-Free) ($24.99, plus $4.50 shipping and handling. Discount on quantity orders).
PR: Document Not Available from EDRS.
DEM: *Child Rearing; *Children; *Parent Child Relationship; *Parents; *Values Education
DER: Empowerment; Parent Empowerment; Responsibility; Violence
AB: Noting the increasing need to strengthen family bonds in a society marked by escalating violence, this book offers a set of values and beliefs to help parents make decisions regarding their parenting and family lifestyle. Exercises are presented throughout the book to assist parents in gaining insight about themselves and to apply the principles in a family setting. Chapter 1 presents information on the prevalence of violence, noting that children are both perpetrators and victims. Chapter 2 presents a rationale for examining one's values and how they affect children. Chapters 3 through 9 examine the values of personal responsibility, personal mission, sanctity of life, one's rights and well-being, others' rights and well-being, optimism, and integri-

ty for coping in today's world. Each chapter includes exercises for increasing self-awareness and suggestions for applying the value to family life. Chapter 10 asserts that the value model presented in the book is a guideline for parents to change their family life for the better. Appended are sample resources for youth and families. (KB)

AN: EJ558661
AU: Swick, Kevin J.
TI: A Family-School Approach for Nurturing Caring in Young Children.
PY: 1997
SO: Early-Childhood-Education-Journal; v25 n2 p151-54 Win 1997.
DEM: *Family School Relationship; *Young Children
DER: Early Childhood Education; Interpersonal Relationship; Learning Activities; Parent School Relationship; Prosocial Behavior; Socialization
AB: Presents principles to guide the development of a family-school involvement approach for nurturing caring in children. Considers the importance of family-strengthening activities and the role of schools in creating caring children and parents. Suggests activities that focus on caring and that are mutually beneficial to family and school. (KB)

AN: ED413056
AU: Benson, Peter L.
TI: All Kids Are Our Kids: What Communities Must Do To Raise Caring and Responsible Children and Adolescents.
PY: 1997
AV: Jossey-Bass Inc., Publishers, 350 Sansome Street, San Francisco, CA 94104-1310; phone: 800-926-7739; fax: 800-605-2665; http://www.josseybass.com ($24.95).
PR: Document Not Available from EDRS.
DEM: *Child Rearing; *Community Involvement; *Community Responsibility; *Social Responsibility
DER: Child Advocacy; Child Behavior; Child Health; Child Responsibility; Child Welfare; Childhood Attitudes; Childhood Needs; Community Action; Community Attitudes; Community
AB: This book challenges American communities to reclaim their responsibility for raising healthy, successful, and caring children and adolescents. The book also offers a critique of American culture along with practical strategies for uniting and mobilizing communities around a shared vision of healthy development. The book argues that three interlocking strategies are important to this end: (1) meeting basic human needs in order to enhance our national capacity to ensure economic security, food, shelter, good and useful work, and safety for all residents; (2) targeting, reducing and eliminating the risks that diminish the healthy development of children and adolescents; and (3) developing language, vision and community. Chapter 1 of the book presents the vision and the challenges. Chapters 2 through 4 define the concept of developmental assets which consist of 40 building blocks of human development, each of which enhances the health and well-being of children and adolescents. Chapters 5 through 7 explore a vision of what an asset-building culture and an asset-building community look like. Chapters 8 through 11 provide strategies and techniques for growing healthy, asset-promoting communities. Three appendices provide selected references for the 40 developmental assets, findings from the 1990-1995 assets sample, and the progression of developmental assets from birth to age 18. (Author/SD)

AN: EJ422809
AU: Kohn, Alfie
TI: Caring Kids: The Role of the School.
PY: 1991
SO: Phi Delta Kappan; v72 n7 p496-506 Mar 1991
DE: *Context Effect; *Empathy; *Helping Relationship; *Moral Values; *Social Responsibility
AB: Character education, according to Martin Buber, goes beyond eliminating classroom behavior problems. Punishment and bribery are extrinsic and ineffective approaches. Helpfulness

and responsibility must be taught within the context of a community of people who learn, play, and make decisions together. The Child Development Project helps children learn caring. Includes 32 references.

AN: EJ406376
AU: Batson, C. Daniel
TI: How Social an Animal? The Human Capacity for Caring.
PY: 1990
SO: American Psychologist; v45 n3 p336-46 Mar 1990
DE: *Altruism; *Behavior Theories; *Egocentrism; *Empathy; *Helping Relationship
AB: Discusses whether humans have a capacity to care about others, or if the target of concern is always oneself. Presents evidence that supports the empathy-altruism hypothesis, suggesting that humans are capable of empathy and caring for another in need. Discusses limits on human capacity for altruistic caring. (JS)

AN: EJ371436
AU: Noddings, Nel
TI: An Ethic of Caring and Its Implications for Instructional Arrangements.
PY: 1988
SO: American Journal of Education; v96 n2 p215-30 Feb 1988
NT: Special issue on the moral life of schools.
DE: *Educational Research; *Ethical Instruction; *Moral Development; *Moral Values; *Teacher Attitudes; *Values Education
AB: The concept of morality in American schools needs revising. Caring should be the moral orientation to teaching and the aim of moral education. Teachers and students should spend more time modeling, dialoguing, practicing, and confirming so that trust will develop. This model can also encourage collaborative inquiry between teachers and researchers. (VM)

AN: ED219128
AU: Beyerbach, Barbara
TI: Conceptions of Caring and Implications for Early Childhood Education.
PY: 1982
PR: EDRS Price MF01/PC04 Plus Postage.
DE: *Affective Behavior; *Child Caregivers; *Early Childhood Education; *Emotional Development; *Parent Child Relationship; *Parents
AB: Contents of this paper focus on various ideas about caring and on the genesis of caring in the human individual. In the first section the concept of caring is analyzed from four perspectives: (1) the conception of caring as being biologically determined, (2) sociocultural and transcendental conceptions of caring, (3) cognitive, affective, and behavioral aspects of caring, and (4) dynamic aspects of the caring relationship. An attempt is made to synthesize commonalities from these frameworks into a more comprehensive definition. Subsequently, research on facilitating the development of caring individuals in the family, in day care centers, and in preschools is examined. Three main questions are addressed: Are there common characteristics, backgrounds, or personality traits of caring individuals? What are some of the conditions which are likely to facilitate caring in the mother/child relationship? and, What are some of the conditions that are likely to facilitate caring in day care centers and preschools? (RH)

AN: EJ260221
AU: Sisk, Dorothy A.
TI: Caring and Sharing: Moral Development of Gifted Students.
PY: 1982
SO: Elementary School Journal; v82 n3 p221-29 Jan 1982
DE: *Bibliotherapy; *Ethical Instruction; *Gifted; *Group Counseling; *Moral Development; *Talent
AB: Reviews literature arguing for the moral education of gifted students. Bibliotherapy and group dynamics activities are advocated as strategies for promoting moral development. An approach to using stories in bibliotherapy is suggested in appended material. (Author/RH)

AN: EJ252232
AU: Crisci, Pat E.
TI: Quest: Helping Students Learn Caring and Responsibility.
PY: 1981
SO: Phi Delta Kappan; v63 n2 p131-33 Oct 1981
DE: *Coping; *Human Relations; *Self Esteem; *Special Programs; *Youth Programs
AB: Quest is a seven-year-old course that can be incorporated into the regular secondary school program to teach students how to relate to others and handle real-life problems. Parents are encouraged to be come active in the program and in the total education of their children. (Author/WD)

Civility and School Climate

Synonyms

polite
civilized
courtesy
a polite act or expression

Definition

Civility is an attitude that reflects respect and courtesy among citizens; thus a civilized person.

"The hardest job kids face today is learning good manners without seeing any". - Fred Astaire

Action Steps

Activities

Books

Websites

"Civility" is a seldom-used term today, but the concept is often referred to. Questions such as "What's happened to manners?"; "Where is the service which used to exist?"; "What happened to being polite, listening to others, social etiquette?" Even the ancient Greek philosopher Socrates lamented: "Children today are tyrants. They contradict their parents, gobble their food, and tyrannise their parents" (Platt, 1989). These sentiments may not only reflect by-gone times, but create constant friction in a multicultural society in which there are different senses of civility. Civility also plays an important role in the school climate in creating a welcoming environment for students.

What is civility? Why is this a necessary part of character education? How can a civil climate create an effective school environment? How can we promote civility among our students? These questions will be explored in this essay.

What is Civility?

Examine the following scenarios portrayed during any typical "prime time" television program available to the American viewing public:

- A moderator on a popular talk show brings in guests who shout obscenities at each other and occasionally fight other guests and audience members.
- A game show emcee repeatedly insults contestants and demeans their responses to questions.
- An interviewer on a news program asks questions of his guests but repeatedly interrupts them before they can complete their responses.
- So-called comedy programs focus on name-calling, gutter language, and references to bodily functions.
- Several animated programs for children use profanity and scatological references, and they portray authority figures in a negative way.
- A series of "reality" programs encourages rude comments and behaviors to avoid being cast away from the larger group. That's what they do to "survive" the longest.

These examples of behavior are observed daily by American television consumers. These images are also broadcast around the world and often stereotyped as typical "American behavior".

So what happened to civility? Civility is often defined as social etiquette, manners, customs, traditions, or polite rules of behavior. It covers a range of experiences from listening until another finishes speaking to knowledge of which eating utensils to use at a formal banquet. Some rules, obviously, are more important than others. But every society has a concept of civility, a code of behavior for its members. Are these superficial? They shouldn't be: they should help society to operate more smoothly.

Why is This a Necessary Part of Character Education?

What happens without civility? Imagine a world without norms, customs or traditions. Not a pleasant scenario when one considers all possible implications of a world "run amok". Do you remember scenes from movies about cave men or barbarians? They were portrayed as uncivilized, that is, people lacking manners about eating food.

Today, rude and cruel behavior may actually land you in jail. Civility helps the social machinery to function and in some instances actually marks which social class you belong to.

George Washington, as a young student, compiled a notebook on civility. These were notes he made for his tutor as he practiced his handwriting (http://www.nationalcenter.org/WashingtonCivility.html). Here are some examples:

- Every action done in company ought to be with some sign of respect to those that are present.
- When in company, put not your hands to any part of the body not usually discovered.
- Show nothing to your friend that may affright him.
- In the presence of others, sing not to yourself with a humming voice, or drum with your fingers or feet.
- If you cough, sneeze, sigh, or yawn, do it not loud but privately, and speak not in your yawning, but put your handkerchief or hand before your face and turn aside.

As you read the list, you may think that some of the rules seem silly by modern standards, but many still stand in good stead today. Cultural and social norms have always governed behavior and determined "polite society".

How Can a Civil Climate Create an Effective School Environment?

A civil school climate makes the school environment a nicer place to be. Peterson and Skiba (2001) noted:

> *"School climate might be defined as the feelings that students and staff have about the school environment over a period of time…a reflection of the positive or negative feelings regarding the school environment, and it may directly or indirectly affect a variety of learning outcomes."*

Schaps, Schaeffer, and McDonnell (2001) continue: "The goal is a total school culture in which all people in the school, including teachers, administrators, and support staff as well as students, treat one another with kindness and respect." The Lions-Quest programs state that: "Research conducted over the last decade has consistently shown a link between positive school climate and other important measurements of school success: academic achievement, high morale, staff productivity, and effective management" (http://www.quest.edu).

Establish a policy. Sometimes "drawing a line" for acceptable behavior makes a large splash even in the local news media. An Indianapolis high school recently implemented a "no profanity" ruling – working to make staff and students aware of acceptable language in polite society. The school administration was unprepared for the media blitz that accompanied what was seen by the school as a "minor" policy change to enforce the statute already governing student behavior in Indiana schools. Yet the effects were surprising as students and staff became more focused on a more positive environment which was created by one simple change. Studies show that several other positive results occur with one similar minor change. The "ripple effect" has affected speech and manners in the local community as well as schools.

How Can We Promote Civility Among Our Students?

Civility must be lived and modeled. Schaps, Schaeffer, and McDonnell (2001) offer several concrete approaches to foster "caring communities of learners", including:

(1) class meetings where students have a democratic voice in decision-making

(2) classes which challenge students with the "big questions" of ethical and moral behaviors and not just acquire factual information;

(3) whole school events to include families and their heritage as a valued part of the learning environment

(4) cross-age and cross-class tutoring programs with chances for students to work together one-on-one

(5) cooperative groups with opportunities to plan and reflect on school activities

(6) service-learning where students explore real community needs and seek ways to address those needs using academic areas of the curriculum.

The authors argue: "When implemented well, these community-building approaches to character education become an integral part of a school's overall improvement efforts. They intentionally and seamlessly are woven into the school's pedagogy and its daily routines."

Enemies Become Friends

In November, 2001, the Russian Premiere Vladimir Putin and the President of the United States George W. Bush held a summit meeting at Bush's ranch in Texas. At the end of the three-day meeting the two leaders went to a local high school to answer questions posed by the high school students. Their answers to the student questions often showed disagreement, especially when it came to the question of building a missile defense system. But they also showed respect. They both told the students that they realized that they had different views on the best way to defend their respective countries, yet they wanted to continue their discussion because these matters were important to the welfare of the world.

These two men represented countries that have been enemies for fifty years. In November, however, they were able to hold a civil discussion even on matters over which they disagreed. This civility, they said, enabled them to move forward the agenda for peace, and actually, they had developed feelings of friendship between them.

Even though Americans are sometimes viewed as rough-hewn and impolite, our government was founded on a set of principles that implies civility. Those principles are stated clearly in the oft-quoted passage from the American Declaration of Independence:

We hold these truths to be self-evident

..that all Men are created equal, that they are endowed by their Creator with certain unalienable Rights, that among these are Life, Liberty, and the Pursuit of Happiness.

We are born with those rights. Then we the people create a government to insure those rights for all of us. In building that government, we need to treat each other as equals and expect others to do the same.

That to secure these Rights, Governments are instituted among Men, deriving their just powers from the Consent of the Governed.

Therefore, American Civility is required by the moral principles on which we formed the United States of America.

References

Peterson, R., and Skiba, R. ***Creating School Climates That Prevent School Violence.***

The Social Studies, Jul/Aug 2001.

Platt, S., Editor. Respectfully quoted: A dictionary of quotations from the Library of Congress, ***Congressional Quarterly,*** 1989.

Schaps, E., Schaeffer, E., and McDonnell, S. What's Right and Wrong in Character Education Today, ***Education Week,*** Sept. 12, 2001.

Lesson Planning – Classroom Discussion

You may want to discuss the following ideas with your students. The major question is: How do people in a society learn to act towards one another during their daily encounters?

Democracy cannot exist without the ability of citizens to hold civil discussions. The more crowded our world, the more complex our problems, the more we have need for polite, attentive discussions of the solutions. When civility breaks down, democracy does not work, and restrictive, more ugly forms of government take over.

A Japanese friend told me that the crowded conditions of Japan make politeness and manners indispensable. In both public and private places in Japan, you can see many forms of politeness, including bows of respect as people meet and say goodbye. Even friends will use a title of respect as they greet one another: ""Good morning, Aikosan." "Good morning, Miss Aiko." Polite addresses are not meant to separate people but merely to show respect for the individuality of the people around you, to show that you value and appreciate them.

What are signs of civility?

It takes very little to offer signs that we appreciate others: friendly greetings, expressions of please, thank you, excuse me; using respectful titles of address: yes sir, no Mrs. Jones. In some religious circles people refer to each other as brothers and sisters: Brother James, Sister Lavonne, and so on. Through those titles they express that they are as close as brothers and sisters in their beliefs.

What these signs of civility do is bring people together in a feeling of friendship. Whereas rude, angry, uncivil behavior separates and alienates individuals, perhaps even turns them into enemies. Enemies seek to hurt or destroy—not the attitude that we want to promote in a society that has common interests and common beliefs in the equality of all people.

Teaching Civility in Six Ways

How then do we teach students to act with civility, to act like they are civilized people? How do we teach them to acknowledge others with respect, to show that their ideas and their efforts are appreciated?

First by example. Children are always watching adults for their behavior patterns because they want to become an adult. Parents and teachers are models for their children's behavior. "Do as I say, not as I do" simply does not work. If you preach one thing and do another, you will lose face with children who will be quick to see that you lack integrity.

By reminders and practice. Learners need reminders and practice. "Grandma just gave you a gift. What do you say?" Thank you. You're welcome.

By seeing how. Children need to see other children following the same guidelines. That's the value in insisting on certain rules of conduct and guidelines for mannerly behavior in the classroom or other places where children gather. "Tell me who your friends are, and I'll tell you what you are like."

Waiting turns. Everybody gets a chance to participate, but each person has to wait until it is his or her turn.

Congratulating winners. Hard as it is to lose in a game, on a test, or in a school play, children need to hear from parents and teachers that they should congratulate the winners. No one likes a sore loser.

Keeping a clean space. Part of being civilized is keeping your area clean so it doesn't interfere with the activity or pleasure of others. That applies to the school desk and work centers as much as it does to house and yard. It helps children develop this good habit if daily there is a clean-up and fix-up time where everyone cleans his or her area.

Discuss Civility

Ask students to draw up a set of guidelines for polite behavior in the classroom. The guidelines should cover the normal interactions of classroom activity, including how they will handle the six areas that are listed above. See the student worksheet.

Besides reminding each other how they will treat their peers and classroom teacher, what do they recommend for visitors? Parents, the principal, various other observers?

It should be a lively discussion for the very reasons mentioned earlier in this essay. Post the results of your discussions.

Citizenship Education

> *"The future strength of this country is... in our people once again being responsible citizens. - Richard Riley, Secretary of Education, 1995*

> *Citizenship education examines the conduct of the individual as part of a democratic society. External behaviors of "good citizenship" are identified through participation in the larger society with those behaviors contributing to the "common good". Citizenship education begins at an early age as we emphasize the rules of good social behavior as well as benefits to be gained from those actions. In school, citizenship education is developed through classroom participation, elections, decision-making opportunities, social action to benefit the community and similar opportunities for students to feel a part of the larger community and that their contributions are valued. Good citizenship opportunities in the school can translate into greater community involvement as an adult with greater voter turnout, service on juries, and involvement in community endeavors for improvement. - Indiana Clearinghouse for Citizenship and Character Education*

In a democracy, the rational explanation for civility is to support the operation of a government by and for the people. It is only reasonable, therefore, that manners education (civility) be linked with citizenship education.

Citizenship education has experienced a recent revival because we are once again conscious of the large numbers of immigrants who contribute to American diversity. To make a democracy work, its members must be able to communicate with one another towards common goals for the common good.

School Climate

> *Nothing is more important to the public welfare than to form and train our youth in Wisdom and Virtue.* - Benjamin Franklin

Schools must concern themselves with creating an environment that is conducive to learning.

A school climate that is not safe, that operates without rules of conduct, that does not respect students as important contributors to citizenship is a school that works against civility and citizenship education.

Definitions:

School climate is the environment of a school: its attitudes, procedures, and physical appearance. Climate sets the tone for the way things are done. - *From California Partnerships in Character Education*
http://www.clre.org/program/ce/faq.htm

School climate is the quality and frequency of interactions between staff members in the school and the students, among the students, among the staff members themselves, and between staff at the school, and the parents and the community. - *Christine Emmons*
http://info.med.yale.edu/comer/emmons.html

The way we feel about what the school environment encourages and supports.
http://www2.southwind.net/-furtweng/rsi/SchClimSat.html

School climate is the environment and the atmosphere within the school.
http://projects.sd3.k12.nf.ca/slc/2001/elwood/

Classroom Climate.
http://www.acs.brockport.edu/-rocansey/aev_dli/resources/instruction/climate.html

Some ideas for integrating Character Education into the school climate.
http://www.clre.org/program/ce/tips/cetips.htm

School climate questionnaires, school climate surveys, school improvement questionnaires, school improvement surveys.
http://www2.southwind.net/-furtweng/rsi/MidQ.html

Classroom Management. School Climate and School Violence.
http://www.ualr.edu/-coedept/curlinks/cm.html

Checklist for Positive Moral Culture

Lickona has identified six elements of a positive moral culture in the school (Lickona, 1992, p.325):

___ Moral and academic leadership from the principal.
___ Schoolwide discipline that models, promotes, and upholds the school's values in all school environments.
___ A schoolwide sense of community.
___ Student government that involves students in democratic self-government and fosters the feeling, "This is our school, and we're responsible for making it the best school it can be."
___ A moral atmosphere of mutual respect, fairness, and cooperation that pervades all relationships-those among the adults in the school as well as those between adults and students.
___ Elevating the importance of morality by spending school time on moral concerns.

Classroom Resources

The resources that follow support our understanding of citizenship education and provide definitions, books, and websites for teachers, parents, and students.

School climate questionnaires
... school climate surveys, school improvement questionnaires, school improvement surveys.
http://www2.southwind.net/-furtweng/rsi/MidQ.html

Setting a Positive Tone for the New Year, The Importance of the First Week.
Starting off the school year on the right foot is important for teachers and students. Keep your students eager to learn by creating a positive classroom environment. These techniques and ideas can help make your year productive from day one.
http://7-12educators.miningco.com/library/weekly/aa080801a.htm

Just for Teachers: Ideas Worth Doing.
http://www.health.state.ri.us/disprev/hshk/teach3.htm

Ideas for Improving Climate
Have students explore good manners for children. Find discussion and journaling ideas from books and websites.
http://www.ssta.sk.ca/research/school_improvement/180.htm#ideasfor

Why Should You Bother with Good Manners?
Basic reasons for learning good manners.
http://ali.apple.com/edres/parents/playgrd/whygood.shtml

Manners Quizzes.
http://www.familyeducation.com/topic/front/0,1156,20-11923,00.html

Creating a Positive School Climate. (For School Administration)
http://www.stcharles.k12.la.us/hahnville/sip_ap_creating1.htm

How to Create a Safe and Healthy School Climate.
http://www.ume.maine.edu/~cci/facts/FACTS%202.2/healthysc.html

Relationship Between School Climate and Family Involvement
http://www.ncrel.org/sdrs/areas/issues/envrnmnt/famncomm/pa3lk5a.htm

Programs

Transforming School Climate and Infrastructure.
The Miami-Dade USI in collaboration with the South Florida Center for Educational Leaders, Florida Atlantic University, and Eisenhower Project SERVE, have designed this program.
http://www.dade.k12.fl.us/usi/sar/

Research and Scholarship

Essential Characteristics of a Citizenship Education Program
Prepared by Citizenship Committee, approved by National Council for the Social Studies Board of Directors, 1983.
http://www.ncss.org/standards/positions/essential.html

The Concept of Citizenship in Education for Democracy. ERIC Digest
http://www.indiana.edu/~ssdc/citcondig.htm

Education for Democratic Citizenship: A Framework
http://www.civiced.org/framework_index.html

Respectful Communication – Civility
These are two excellent pages on a University of Colorado website with instructions on how to deal with difficult, long-lasting, and resolution-resistant conflicts.
http://www.colorado.edu/conflict/peace/treatment/civilcom.htm and
http://www.colorado.edu/conflict/civility.htm

(Handout for Students)

Guidelines for Polite Behavior

Directions: List ways that we could make our classroom more friendly. Here are some places to start.

Greeting Each Other

Keeping Space Clean

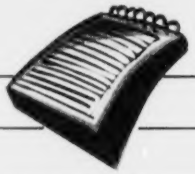
Congratulating People

Waiting Turns

Other Ideas

Other Areas

Discuss your ideas with your classmates.



(Handout for Parents)

Parents as Models for Civility

Dear Parent:

Your child and classmates have been working on polite behavior and its value in a democracy. One of the areas we have been discussing is how to listen and respond when people are speaking.

Parents, of course, can model good listening behavior for their children and can advise them on how to pick out the important things that people say and how to ask questions in response. Here are some ways that you may want to help your children become courteous listeners:

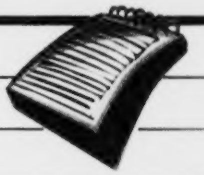
1. Be attentive and show interest. Maintain eye contact to show that you are really with your child.
2. Encourage the speaker. "Tell me about your day at school."
3. Listen patiently. Avoid cutting off your children before they have finished.
4. Reflect their feelings. Try to mirror your children's feelings by reflecting them back. "It sounds to me as if you are angry with that classmate."
5. Clarify their experience. Try to clarify your children's feelings by restating them in your own words. Your wider vocabulary may help them express themselves more accurately.
6. Listen to nonverbal messages. Listen to their tone of voice, their body language, the look on their face.

Sometimes it helps to show children that a good listener is willing to turn off the TV to make sure that listener is not distracted by that kind of outside interference.

If you have other ideas that would help our class become more attentive to one another, please share your ideas.

We certainly thank you for all you do to educate your child and to help us improve our school climate.

Sincerely,



What Others Have Said about Civility

Civility costs nothing, and buys everything. - Lady M. W. Montague

To succeed in the world it is not enough to be stupid, you must also be well-mannered. - Voltaire

We are all angels with only one wing. We can only fly while embracing each other. - Luciano De Crescenzo

Historical Figures Who Exemplify Civility

Jane Addams (1860-1935) became known as the Mother of Social Work because she founded and worked throughout her life at the world famous social settlement Hull-House on Chicago's near west side. Through her writing and her international efforts for world peace she built a reputation as America's most prominent woman. During the First World War she participated in the International Congress of Women at the Hague (1915) and worked diligently in the peace movement. She was the first president of the Women's International League for Peace and Freedom (1919), an effort that won her the Nobel Peace Prize in 1931. She had to learn how to deal politely yet firmly with the poor, the rich, and the powerful during an era when women generally were not prominent in business and politics.

Demosthenes (384-322 B.C.) was a contemporary of Plato and Aristotle. He is recognized as the greatest of ancient Greek orators, who roused Athens to oppose Philip of Macedon and, later, his son Alexander the Great. From this point on (354), Demosthenes' career is virtually the history of Athenian foreign policy. He has in every age been regarded as one of the world's greatest orator statesmen. When Demosthenes was a youth in ancient Athens, no one could have believed that he would become the greatest of the Greek orators. He had a speech impediment, and people jeered at his stammering when he addressed his first large public assembly. To overcome his tendency to lisp, he put pebbles in his mouth and recited his speeches as he ran back and forth. His fame as a gentleman orator made him one of the most influential orators of Athens.

Richard Henry Lee (1732-1794) was a political leader in the American Revolution. Richard Henry Lee was born in Virginia. During his early childhood he was taught at home by tutors, then later completed his education in England. Upon his return, he married, and settled at Chantilly, a plantation in which he took great pride and on which he produced tobacco crops and peach brandy. Despite his love for the land, Richard Henry Lee lived for politics. A colonel of the Westmoreland County militia, he moved into political life first as a justice of the peace, then as a member of the House of Burgesses, where he favored ending the slave trade. Lee was an active member of the First Continental Congress, where admirers of his oratory compared him with Cicero. Richard Henry Lee was physically suited for public life and oratory. He was over six feet tall, with pale skin and sandy hair, and he spoke harmoniously, occasionally punctuating his speeches with his maimed hand (the result of a hunting accident) swathed in a black kerchief.

From a farmer, to a politician, to a congressman, to a statesman, to a patriot, to a senator, Richard Henry Lee performed a very important role in American History. He was one of the signatories of the Declaration of Independence, 1776.

Dale Carnegie (1888-1955) was an American lecturer, author, and pioneer in the field of public speaking and the psychology of the successful personality. In high school and college he was active in debating clubs. Upon graduating, he was a salesman in Nebraska and an actor in New York City and finally taught public speaking at the YMCA. His classes became extremely successful, and Carnegie began lecturing to packed houses. To standardize his teaching methods he began publishing pamphlets, which he collected into book form as Public Speaking: A Practical Course for Business Men. Carnegie became an instant success with the hugely popular How To Win Friends and Influence People (1936) It was one of the most popular books in history, and taught millions how achieve self confidence and interpersonal social skills. Dale Carnegie became an icon of 20th century America through his book and his classes. Carnegie's books and courses focus on his basic idea about the philosophy of human relations.

Robert Sargent Shriver (1915-) is an administrator, diplomat, first director of the U.S. Peace Corps, and Democratic nominee for the U.S. vice presidency in 1972. Shriver served as a U.S. naval officer during World War II, and, after a brief association with a Wall Street law firm, he went to work as an assistant editor for Newsweek magazine in 1946 before joining the business enterprises of his future father-in-law, Joseph P. Kennedy. In 1961 he was appointed the first director of the U.S.Peace Corps, where he developed volunteer activities in more than 50 countries in Africa, Asia, and Latin America. His gentlemanly manner made the Peace Corps welcome in the countries where he travelled.

Websites on Civility for Students

Carter's 15 'Rules of Civility'
http://www.killergreen.net/civility.html

Self Quiz: How do you rate yourself?
http://www.arp.sprnet.org/Curric/cc!/Citizen/citizen.htm

Thoughts on Citizenship
Helps explain the concept of citizenship. It contains some quotations about the trait of citizenship.
http://www.sierracanyon.com/school/character/citizenship.htm

Citizenship: How Can You Do Your Share? Action Steps
http://www.timberridgemagnet.net/fam/ctznshp.htm

Citizenship. More Action Steps
http://www.fortdodge.org/charactercounts/charactercorner1000.htm

Visit the White House
Take a look at the White House at a site just for kids. Learn about some famous White House kids and pets, as well as the current people in residence. Learn the history of the White House. Read the newsletter inside the White House written just for kids. This is a great place to start practicing the trait of citizenship by learning more about a part of our government.
http://www.whitehouse.gov/kids/index.html

Kids Next Door
This is a page where kids can learn more about being a good citizen. There are people to meet, things to see, and places to visit. This page is mainly for grades 1-5. It has a lot of interesting links.
http://www.hud.gov/kids/kids.html

Books on Civility for Students

K to Grade 3

ALIKI. (1990). ***Manners.*** Greenwillow Books. ISBN 0688091989. Discusses manners and gives examples of good manners and bad manners.

BUEHNER, Caralyn and BUEHNER, Mark. (1995). ***It's a Spoon, Not a Shovel.*** Dial Books for Young Readers. ISBN 0803714947.

BUEHNER, Caralyn and BUEHNER, Mark. (1998). ***I Did It, I'm Sorry.*** Dial Books for Young Readers. ISBN 0803720106. Ollie Octopus, Bucky Beaver, Howie Hogg, and other animal characters encounter moral dilemmas involving such virtues as honesty, thoughtfulness, and trustworthiness. The reader is invited to select the appropriate behavior from a series of choices.

JSOLIN, Sesyle and SENDAK, Maurice. (1958). ***What Do You Say, Dear.*** Harper & Row. ISBN 020109391X. Offers advice on how to cope correctly with a variety of common and uncommon social situations.

WILLIAMS, Suzanne. (1997). ***My Dog Never Says Please.*** Dial Books for Young Readers. ISBN 0803716796. Tired of having to mind her manners, clean her room, and wear shoes, Ginny Mae wishes she could trade places with the family dog.

Grade 4 to 7

FITZHUGH, Louise. (1964/1990). ***Harriet the Spy.*** Harper & Row. ISBN 0064403319. The story about eleven-year old Harriet, who is a spy, plans to be a writer, and keeps a secret notebook filled with thoughts and notes on her school mates and people she observes on her after-school "spy route." However, when her classmates find and read her notebook, their anger and retaliation, and Harriet's unexpected responses, explode in a hilarious and often touching manner.

PATERSON, Katherine. (1978). ***The Great Gilly Hopkins.*** Crowell. ISBN 0690038372. An eleven-year-old foster child tries to cope with her longings and fears as she schemes against everyone who tries to be friendly.

WASHINGTON, George. (2000). ***George-isms: The 110 Rules George Washington Wrote When He Was 14 - and Lived by all His Life.*** Atheneum Books for Young Readers. ISBN 0689840829. Presents 110 quotations about civility and behavior that George Washington copied when he was fourteen years old and attempted to live by.

Grade 8-12

ESPELAND, Pamela and PACKER, Alex J. (1997). ***How Rude!: The Teenagers' Guide to Good Manners, Proper Behavior, and Not Grossing People Out.*** Free Spirit. ISBN 1575420244. A humorous but practical guide to good manners and social skills, discussing such areas as family life, behavior in public, manners in school, eating, and clothes.

JAMES, Elizabeth and BARKIN, Carol. (1996). ***Social Smarts: Manners for Today's Kids.*** Clarion Books. ISBN 039566585X. Offers advice on how to handle all kinds of social situations and personal interactions, presented with letters from two eighth graders to an etiquette advice columnist, K. T. Answers.

Websites on Civility for Parents

Carter's 15 'Rules of Civility'
http://www.killergreen.net/civility.html

Respectful Communication – Civility
These are two excellent pages on a University of Colorado web site with instructions on how to deal with difficult, long-lasting, and resolution-resistant conflicts.
http://www.colorado.edu/conflict/peace/treatment/civilcom.htm and
http://www.colorado.edu/conflict/civility.htm

Civility Rules
Thoughts about the rise of incivility, the moral basis of civility, civility in the schools and in politics.
http://www.teachingpeace.org/CR.html
http://www.probe.org/docs/civility.html

Teaching Children Manners and Politeness
It is important to express praise when teaching our children about manners and to use politeness at all times.
http://ksks.essortment.com/teachingchildre_reef.htm

Mind Your Manners. Raising Well-Behaved Kids
Are manners truly important in society? Historically, the answer is yes. Polite and well-behaved individuals are generally viewed positively by peers, while those with worse behavior are often viewed in a negative light.
http://www.gvparent.com/archives/nov_feature1.html

Teaching Children How to Be Courteous
Teaching good manners should be part and parcel of all child rearing. Good manners give the right message to children: that there are certain acceptable ways to do things in our society and that showing courtesy toward others makes everyone happier and more loving. By Dr. Benjamin Spock.
http://www.drspock.com/article/0,1510,5595+AgeY2_4,00.html

Teaching Good Manners
Good manners are a very important key to your child's social success, but no child is born with goodmanners. Teaching them is a parent's responsibility.
http://npin.org/library/2000/n00473/manners.html

Teach your Child about Citizenship
http://www.agctr.lsu.edu/4hcritters/par_citizenship.htm and
http://www.agctr.lsu.edu/4hcritters/images/parentsa.htm

Thoughts on Citizenship
Helps explain the concept of citizenship. It contains some quotations about this character trait.
http://www.sierracanyon.com/school/character/citizenship.htm

Parent's Guide to Citizenship
http://www.fortdodge.org/charactercounts/guide.htm

Cindy - The Citizen Crab
Read a critter's character story to a child.
http://www.agctr.lsu.edu/4hcritters/Cindyp1.html

Some Activities to Develop More of a Sense of Citizenship
http://character.sketches.unl.edu/booklet.htm

Civics Online
Sponsored by Michigan State University, the site provides K-12 teachers, students, and parents with an array of multi-media primary source materials, learning tools and professional development resources to enrich teaching civics in the classroom. Each day Civics Online features a web site that provides rich materials for civics and social studies classrooms.
http://civics-online.org/

Constitution Day
The National Archives and Records Administration presents activities and information about the U.S. Constitution.
http://www.nara.gov/education/teaching/constitution/home.html

Websites on Civility for Teachers

Resources and Lesson Plans

http://www.csun.edu/-hcedu013/plans.html

Sample Lessons from the Center for Civic Education

http://www.civiced.org/lesson-plans.html

Teaching Citizenship's Five Themes

Activities from the editors of Weekly Reader can help develop K-6 students' understanding of the five citizenship themes—-honesty, compassion, respect, responsibility, and courage.
http://www.education-world.com/a_curr/curr008.shtml

Teaching Citizenship in the Classroom

http://www.agctr.lsu.edu/4hcritters/teachersa.htm
and
http://www.agctr.lsu.edu/4hcritters/teach_citizenship.htm

Bibliography of Children's Literature Exploring Citizenship

http://polk.ga.net/Westside/Character/citizenship.html

Lesson Plan on Citizenship

http://fcs.tamu.edu/tbc/txlessonplans/citizenship.htm

Active Citizenship: Empowering America's Youth

A curriculum that teaches the rights, responsibilities, and civic values of U.S. citizenship, and includes a service learning group project in which students research and develop a solution for a real problem in their community.
http://www.activecitizenship.org/

Thoughts on Citizenship

Helps explain the concept of citizenship. It contains some quotations about this character trait.
http://www.sierracanyon.com/school/character/citizenship.htm

Teaching Guide on Citizenship for Grades 7-12

Contains discussion questions, writing assignments, and student activities.
http://www.goodcharacter.com/ISOC/Citizenship.html

Citizenship and Sport

Are you an athletic coach or recreation director? Would you like some ideas to help you develop the virtue of citizenship in your athletes?
http://www.goodcharacter.com/Citizenship5.html

Kids Voting USA

Click on Teachers Only for the K-12 Kids Voting USA Curriculum, Civics Alive! Help your students understand voting as an exercise in citizenship. Curriculum requires download of free Adobe Acrobat Reader (accessible from this site).Resources are free, but you must obtain a password from your local Kids Voting Director to access the full range of curriculum materials. Local directors are listed by state within this site. Curriculum materials are divided by grade level.
http://www.kidsvotingusa.org/

Creative Activities on Citizenship

CCD (Center for Character Development).
http://www.charactercenter.com/act1/actCitizenship.htm

The American President

Based on the C-SPAN series profiling all 41 Presidents in our nation's history. The site contains a video archive, biographical facts, key events, and presidential places for each president. This is directed mainly to middle and high school students. Site also contains teacher guides and student projects related to the series for all 41 presidents. Teachers may join C-SPAN in the classroom - a free service - from this site.
http://www.americanpresidents.org/

White House

Includes current issues, information on the President and Vice President, Citizens Handbook, a guide to the Federal government, and an archive of White House documents. White House for Kids is also found on this page. This is a site for young children containing a tour of the White House, several editions of the newsletter Inside the White House, and his-

toric moments of the Presidency.
http://www.whitehouse.gov/

Citizenship Worksheet
There are several tasks listed that could be performed by students.
http://info.csd.org/staffdev/chared/Lessons/middle/citworksheet.html

RespecTeen
"A citizenship curriculum encouraging students to learn about, and participate in the American political process." This site contains free, downloadable citizenship curriculum and gives teacher's aids suggestions. Under Research Tools, it covers how to search on the internet, gives links and a reading list, and tells how to find your member of Congress. A great resource for teaching to teenagers.
http://www.luthbro.com/index.html

Teaching Citizenship in the Classroom
Some practical Advice.
http://www.agctr.lsu.edu/4hcritters/teach_citizenship.htm

Civic Mind
CivicMind is a meeting place for teachers, lawyers, and news media who are committed to improving law-related civic education. Lesson plans can be found by clicking on Teacher's Center.
http://www.civicmind.com/

Collection of Lessons
Lesson plans for K-12 include American History, Geography, History and Social Studies.
http://www.connectingstudents.com/lesson2.htm

Constitution Day
The National Archives and Records Administration presents activities and information about the U.S. Constitution.
http://www.nara.gov/education/teaching/constitution/home.html

A Lesson Plan Related to the Ratification of the Constitution
http://www.nara.gov/education/teaching/constitution/ratify.html

Biographies of Each Signer Of the Constitution Are Also Available
http://www.nara.gov/education/teaching/constitution/signers.html

ERIC Bibliography on Civility and School Climate

ERIC annotated bibliographies add brief ideas to help with this topic. Many of the annotated articles are available in full text. See the Appendix for directions.

The following reports of research and classroom practice are summarized here from the ERIC database. For more information on articles in the database, or to find the full text of an article go to http://eric.indiana.edu to search the database. The numbers at the top of each reference enable you to go directly to the article that you seek.

AN: EJ555941
AU: Frieman, Barry B.; Kirmani, Mubina Hassanali
TI: Diversity in Classrooms: Teaching Kindness through Folktales.
PY: 1997
SO: International Journal of Early Childhood; v29 n2 p39-43 Oct 1997
DE: *Altruism; *Cultural Differences; *Folk Culture; *Story Telling
AB: Discusses the use of folktales from India to teach kindness to kindergarten and primary school children. Notes that the "King of the Banyan Deer Tale" is particularly effective in early childhood, whereas the "Dooth Tale" is effective with older children. Supplemental activities are briefly described, such as food preparation, games and music, and interviewing family members. (KB)

AN: EJ547059
AU: Lickona, Thomas
TI: Teaching Respect and Responsibility.
PY: 1996
SO: Reclaiming Children and Youth: Journal of Emotional and Behavioral Problems; v5 n3 p143-51 Fall 1996
NT: Special theme issue on "Kids and Conscience."
DE: *Change Strategies; *Ethical Instruction; *Social Development; *Student Responsibility; *Youth Problems
AB: Argues that the surge of violence by youth arises from a national crisis of character. Proposes that schools join families, churches, and communities in instilling universal ethical values. Outlines a comprehensive approach to character development and offers supporting research and practical examples of schools that implement these principles. (RJM)

AN: ED395697
AU: Williams, Linda K.; and others
TI: Caring and Capable Kids: An Activity Guide for Teaching Kindness, Tolerance, Self-Control and Responsibility.
PY: 1996
AV: Innerchoice Publishing, P.O. Box 2476, Spring Valley, CA 91979 (Activity book, $18.95; a cassette tape of songs in this book by composer Linda K. Williams is also available).
PR: EDRS Price MF01 Plus Postage. PC Not Available from EDRS.
DE: *Ethical Instruction; *Interpersonal Competence; *Interpersonal Relationship; *Moral Values; *Values Education
AB: With the purpose of developing caring and capable children, this book offers teachers and counselors a collection of over 75 activities as teaching and guidance tools. Characteristics of caring and capable children, which reflect the development of empathy, compassion, assertiveness, and self-discipline, are described. The activities are grouped into the following eight developmental units: (1) kindness; (2) tolerance; (3) respect; (4) service to others; (5) responsibility; (6) self-control; (7) peer pressure; and (8) ethical decision making. The first component of each unit is a short story that embodies the unit theme, followed by questions to facilitate an exchange of reactions to the story. Also following each story is a sheet for students to record their personal responses to the story and similar situations that they may have experienced. The subsequent four or five activities in each unit are designed as small-group discussions, called "sharing circles." Their purpose and the process

of their implementation are described in the introductory chapter. In addition, four to six class activities are included in each unit. The final component of each unit consists of song lyrics that relate to the theme of the unit, and reinforce the lessons learned from the unit. Adaptations to activities are suggested for younger students, and may also be made to suit different ability levels, cultural backgrounds, and interests of students. (BAC)

AN: ED389642
AU: Schilling, Dianne
TI: Getting Along: Activities for Teaching Cooperation—Responsibility—Respect.
PY: 1993
AV: Innerchoice Publishing, P.O. Box 2476, Spring Valley, CA 91979.
PR: EDRS Price MF01 Plus Postage. PC Not Available from EDRS.
DE: *Conflict Resolution; *Decision Making; *Interpersonal Communication; *Peace; *Problem Solving
AB: This book provides activities to introduce or reintroduce students to conflict resolution skills in a deliberate, enjoyable fashion and to elevate their awareness of each person's responsibility to create a cooperative environment wherever they may be. Interdependence is a central theme as is the awareness that dissent and conflict are natural and productive elements in society. Activities are grouped into seven topic areas with accompanying handouts. The topic areas include: (1) "Appreciating Differences"; (2) "Communicating Effectively"; (3) "Developing Friendship Skills"; (4) "Helping and Being Helped"; (5) "Including Others"; (6) "Resolving Conflict"; and (7) "Working Together." (EH)

AN: ED337451
AU: Lickona, Thomas
TI: Educating for Character. How Our Schools Can Teach Respect and Responsibility.
PY: 1991
AV: Bantam Books, 666 Fifth Avenue, New York, NY 10103 ($22.50).
PR: Document Not Available from EDRS.
DE: *Controversial Issues Course Content; *Moral Values; *Student Responsibility; *Values Education
AB: Drawing from research, this book examines the current state of moral education, and asks how schools can foster the moral development of children. Following a preface, the book is divided into three parts. The first part is entitled "Educating for Values and Character" and contains four chapters: (1) The Case for Values Education; (2) Educating for Character: Why Schools Need Help from Home; (3) What Values Should Schools Teach? and (4) What is Good Character? Part Two, "Classroom Strategies for Teaching Respect and Responsibility," includes an introduction to parts two and three: "Teaching Respect and Responsibility: The Big Ideas" as well as 11 chapters: (5) The Teacher as Caregiver, Model, and Mentor; (6) Creating a Moral Community in the Classroom; (7) Moral Discipline; (8) Creating a Democratic Classroom Environment: The Class Meeting; (9) Teaching Values through the Curriculum; (10) Cooperative Learning; (11) The Conscience of Craft; (12) Encouraging Moral Reflection; (13) Raising the Level of Moral Discussion; (14) Teaching Controversial Issues; and (15) Teaching Children to Solve Conflicts. The final section, "Schoolwide Strategies for Teaching Respect and Responsibility," contains five chapters: (16) Caring beyond the Classroom; (17) Creating a Positive Moral Culture in the School; (18) Sex Education; (19) Drugs and Alcohol; and (20) Schools, Parents, and Communities Working Together. An appendix, "Getting Started and Maintaining Momentum," is included. (LL)

AN: ED441805
AU: Gregoire, Michele; Algina, James
TI: Reconceptualizing the Debate on School Climate and Students' Academic Motivation and Achievement: A Multilevel Analysis.
PY: 2000
NT: Paper presented at the Annual Meeting of the American Educational Research Association (New Orleans, LA, April 24-28, 2000).

PR: EDRS Price MF01/PC03 Plus Postage.
DE: *Educational Environment; *Junior High School Students; *Mathematics Achievement; *Student Motivation
AB: Theory on parenting styles was used as a theoretical framework to examine the relationship of aspects of school climate to the mathematics achievement, academic engagement, and locus of control orientation of eighth graders. Student and school data were drawn from the National Educational Longitudinal Study of 1988 for 19,435 students and 997 schools. Hierarchical linear modeling techniques were used to examine the relationship between students' and administrators' perceptions of school climate and students' achievement, engagement, and control orientation. With students' individual background characteristics as well as aggregated socioeconomic status of the schools controlled, authoritarian school climates were associated with lower academic engagement and control perceptions for eighth graders, as well as more differentiating effects of prior grades on their mathematics achievement, a greater gender gap in academic engagement, and increased differentiating of students' socioeconomic status on their mathematics achievement and perceptions of control. Authoritative schools, on the other hand, were not associated with either beneficial or detrimental outcomes for students; however, this component was created from administrators' reports that were less predictive of student outcomes than were students' report. Findings for authoritarian schools are comparable to results documented in the parenting styles literature. Implications for policy and practice are discussed, as are suggestions for further research. Three appendixes contain factor loadings and item descriptors from the principal components analysis, a description of variables used in the analysis, and a description of the hierarchical models used in the analysis. (Contains 6 tables and 57 references.) (Author/SLD)

AN: EJ564688
AU: Hanna, James W.
TI: School Climate: Changing Fear to Fun.
PY: 1998
SO: Contemporary Education; v69 n2 p83-85 Win 1998
DE: *Educational Environment; *Extracurricular Activities; *Secondary School Curriculum; *Teamwork
AB: Surveyed middle school principals to examine middle level programmatic characteristics, appropriateness, and current implementation. The study also examined teachers' perceptions of school climate. Program implementation, rather than principal's perceptions, affected school climate. Intramural programs affected school climate, influencing teacher-student relations, parent and school-community relations, and instructional management. (SM)

AN: ED408094
AU: Allen, Sharon M.; and others
TI: Improving School Climate: Creating a Circle of Communication between Educators and Families.
PY: 1997
NT: Paper presented at the Annual Meeting of the American Education Research Association (Chicago, IL, March 24-28, 1997).
PR: EDRS Price MF01/PC02 Plus Postage.
DE: *Educational Environment; *Parent School Relationship; *Transitional Programs
AB: This study used an ethnographic approach to evaluate the impact of the South Dakota Head Start/Public School Transition Demonstration Project on school climate and parent involvement, focusing on the impact of family service coordinators. The demonstration group was composed of children and families who received comprehensive Head Start-like services in addition to educational services, and the comparison group consisted of children and families who received only educational services. Eight family service coordinators maintained routine contacts with families and schools and provided services directly to families or through referral to other agencies. Comprehensive services included health, parent involvement, social, and educational services related to transition from preschool to the public elementary school.

Data were collected in the spring of each year since 1993 from 200 of the 425 children in 2 cohorts who have received services. Data were also collected through structured interviews and participant observation. Results suggested that the family service coordinators have been instrumental in creating a more open climate in demonstration schools. Parents have become more involved in their children's education, have improved interactions with school personnel, and have become more comfortable in the schools. Because the school climate has become more open, demonstration parents/caregivers have had more input into policy and school activity decisions than comparison parents/caregivers. (Contains about 66 references.) (KB)

AN: EJ542608
AU: Peterson, Anne Marie
TI: Aspects of School Climate: A Review of the Literature.
PY: 1997
SO: ERS Spectrum; v15 n1 p36-42 Win 1997
DE: *Academic Achievement; *Collegiality ; * Environment; *Parent Participation; *School Culture; *Teacher Effectiveness
AB: This literature review addresses four variables related to school climate: teacher efficacy, collegiality (as promoted by the principal, shared decision making, and staff development), student achievement, and parent involvement. Schools attempting reform should consider how each of these variables can contribute to a positive school climate and improve the chances for lasting, meaningful school reform. (28 references) (MLH)

AN: EJ513328
AU: Benton, Ellen; Bulach, Clete
TI: How an Elementary School Improved School Climate.
PY: 1995
SO: ERS Spectrum; v13 n3 p32-38 Sum 1995
DE: *Community Involvement; *Definitions; *Educational Environment; *Educational Improvement
AB: Describes a research-based project to improve school climate in a Georgia elementary school that had been scheduled for closure but stayed open (with mostly new staff) due to unexpected enrollment increases. Developing a school-improvement plan that involves and focuses the entire faculty is important for improving school climate. (23 references) (MLH)

AN: ED383411
AU: McNulty, Bernadette L.
TI: Improving School Climate by Using Conflict Resolution in Grades K-6.
PY: 1994
NT: Ed.D. Practicum Report, Nova Southeastern University.
PR: EDRS Price MF01/PC05 Plus Postage.
DE: *Conflict Resolution; *Educational Environment; *Interpersonal Communication; *Interpersonal Relationship; *Student Behavior; *Teacher Student Relationship
AB: A 12-week practicum was developed to improve school climate by using conflict resolution in grades K-6. Staff and students completed a poll designed to assess their concerns about the daily functioning of the school. The school's climate was discussed in light of how the student body reacted to the school setting, with emphasis on areas where supervision was not too obvious. Following the survey results, the focus shifts to a concentration on the areas of recess, playground, assemblies, and hallways. Rules in each of these areas received a new direction. Classes received instruction in how these areas would be addressed and what was expected of students. Careful supervision and analysis of the data allowed the researcher to adjust methodology and address problems as they arose. By the end of the 12 weeks, clear guidelines for acceptable behavior in the cafeteria, recess, hallway, and auditorium had been established. The students knew their limits and willingly accepted the imposed restrictions because they had been part of the rule-making process. (Fourteen appendices include the questionnaire for conflict resolution and the various checklists used. Contains 40 references.) (AA)

AN: ED321905
AU: Violenus, Agnes A.
TI: Improving School Climate in Grades K-6 through Child-Centered Instructional Activities in Citizenship.
PY: 1990
NT: Ed.D. Practicum, Nova University.
PR: EDRS Price MF01/PC06 Plus Postage.
DE: *Citizenship; *Elementary School Students; *Prosocial Behavior; *Social Studies; *Student Improvement; *Student Leadership
AB: An elementary school administrator designed and implemented a practicum study meant to enable students to gain citizenship skills needed for prosocial interactions with peers and adults. It was expected that the kindergarten through sixth-grade students would use practices acquired from their studies of law, government, and citizenship to direct their personal behaviors and group interactions. A series of workshops for student leaders was conducted. Workshop activities were designed to teach pupils: (1) the use of modified rules of order for class meetings; (2) the foundations of the United States government through study of the Constitution; and (3) the use of the tools of citizenship for the purpose of gaining access to official governmental channels in order to bring about action on matters of concern to the students and their community. Practicum evaluation data suggested that the intervention was successful. Notable among the outcomes were a marked decline in reported incidents of misbehavior and students' increasingly strong belief that improvements in the atmosphere of the school could be augmented through the use of principles of good citizenship. Appendices provide measures, school-wide monthly citizenship activities, workshop activities in citizenship for students, and other related materials. (RH)

AN: ED303869
AU: Sweeney, Jim
TI: Tips for Improving School Climate.
CS: American Association of School Administrators, Arlington, VA.
PY: 1988
AV: Publications, American Assocation of School Administrators, 1801 North Moore Street, Arlington, VA 22209-9988 (Stock No. 021-00212; $1.50 prepaid; quantity discounts).
PR: EDRS Price MF01/PC01 Plus Postage.
DE: *Educational Change; *Educational Environment; *Educational Improvement; *Educational Philosophy; *Educational Quality; *School Organization
AB: School climate is a term used to describe how people feel about their school. The following 10 factors are described: (1) a supportive, stimulating environment; (2) student-centered; (3) positive expectations; (4) feedback; (5) rewards; (6) a sense of family; (7) closeness to parents and community; (8) communication; (9) achievement; and (10) trust. Basic steps in the climate improvement process are (1) inform and involve; (2) assess the climate; (3) set improvement goals; (4) develop a plan; and (5) implement, monitor, and evaluate the plan. Appended are 19 selected references and a list of 11 selected climate instruments. (SI)

AN: EJ381916
AU: Levine, Daniel
TI: Brighten Your School Climate.
PY: 1988
SO: Executive Educator; v10 n11 p23, 28 Nov 1988
DE: *Educational Environment; *Public Relations; *Student School Relationship
AB: School climate can be improved by focusing attention on the groups that make up the school community. Suggests ways to recognize students, faculty and staff members, parents and community members, and school board members. (MLF)

The Golden Rule

Action Steps

Activities

Books

Websites

Definition

Treat others as you would have them treat you.

Love your neighbor as yourself.

If there is one overarching directive for positive human relations, it is the Golden Rule: Treat others as you would have them treat you. In that one rule all the other desirable character traits have a place because the Golden Rule implies that we show respect, civility, justice, responsibility, and caring.

Respect. We want everyone to recognize our own worth, therefore, we try to acknowledge the value of all those whom we meet. We do this, for example, by listening to their ideas and by accepting their differences, just as we want others to listen to us and to treat our differences as valuable contributions to the human family.

Civility. We want others to treat us politely, therefore we practice our manners when we are with others. We say, "Excuse me," when we need to interrupt a conversation, and "Thank you," when we receive a favor or a gift. In addressing someone in authority, we use a title of address, such as Miss or Your Honor. And we learn to talk to others in a tone that promotes a friendly or civil exchange—because that's the way we want people to speak to us.

Justice. We want others to give us a fair shake, i.e., to give us what is our due. When we are playing a game, for instance, we expect to have our regular turn. When we finish our school work accurately, we rightly expect a good grade. When we complete work for money, we expect to receive the agreed-upon amount. So, too, do we give others the rewards of time or of praise that are appropriate. We realize that we cannot merely take for ourselves.. We must give rewards to others as well. Of course, a sense of justice also requires punishment or withholding rewards when we do not act appropriately and according to standards.

Responsibility. We expect others to provide us with the services that match their responsibilities: for example, teachers to provide organized instruction, police to help us travel safely, store clerks to guide our purchasing, and classmates in our study group to contribute their assignments. In return, it is our responsibility to pay attention in class, to obey police directions, to pay for merchandise in a civil manner, and to complete our assignments in school and at home.

Caring. Even more personally, we expect others to care for us, to like us, to love us. We probably don't expect everyone we meet to exhibit a gushing emotional response to us, but we do expect them to sympathize with our pain and to rejoice in our happiness. In return, of course, we are sensitive to the joys and sorrows of our neighbors. This expectation is expressed in the oft-quoted Biblical directive: Love your neighbor as yourself.

"To love your neighbor as yourself" is the epitome of the Golden Rule, the zenith of its expression. Most religious philosophies have a principle like that, a principle that expresses our essential unity as human beings. We love our neighbors because we are one in spirit, drawn by a common desire for happiness, sharing in our universal quest to improve ourselves and the world in which we live.

The Golden Rule in Various Religious Traditions

Judaism: What is hateful to thyself, do not to another

Christianity: All things whatsoever ye would that men should do to you, do ye even so to them.

Confucianism: Never do to others what you would not like them to do to you.

Zoroastrianism: That nature alone is good which refrains from doing unto another whatsoever is not good for itself.

Taoism: Regard your neighbor's gain as your own gain, and your neighbor's loss as your own loss.

Hinduism: This is the sum of duty: Do naught unto others which would cause you pain if done to you.

Buddhism: Hurt not others in ways that you yourself would find hurtful.

Islam: No one of you is a believer until he desires for his brother that which he desires for himself.

Class Discussion

You may want to discuss these expressions with your students. What do these statements have in common? If everyone followed the principle of the Golden Rule, what would our community look like?

We expect our neighbors, our classmates, our working partners to care for us, and to love us, because we, as they, are searching and working for what is good. Our recognition of a common good, of the need for all of us to rise above our own selfish desires, emanates from what religions describe as our common destiny, i.e., to be happy in a spiritual unity with each other and with a God-force.

To apply the Golden Rule, simply ask yourself about any tough circumstance: "How would I like to be treated in similar circumstances?" Can you think of instances where something happened that you could have asked and answered that question?

Signs of Caring

We show signs of caring in thoughts, words, and deeds. Here are samples or signs of friendship, of caring:

- We hope our friends find happiness because their joy raises the sense of fulfillment in all those around them
- We tell others that we are sorry for their pain and happy for their achievements and pleasures.
- We send a card, deliver a treat, or offer a service (babysitting) to acknowledge some event in the lives of our classmates or workmates.

We do these things because we want to be treated in a similar fashion. (Treat others as you want them to treat you.) We do these things because we sense that acts of friendship and love benefit the common good, benefit our common human spirit. Just as evil deeds create a drag on humanity, so do good acts lift us all and make us happier and more peaceful, better than before.

(Handout for Students)

Class Activity on the Golden Rule

You may reproduce the following story, or read it aloud to the class, then ask them to react to it in an open discussion or in their journals.

Four Heroes

During World War II, in February 1943, a transport ship, The Dorchester, was carrying 902 servicemen across the North Atlantic. They were escorted by three Coast Guard Cutters because they were sailing in dangerous waters. German submarines were constantly prowling those icy waters. They had already sunk several American ships.

At 1:00 a.m. on February 3, a German submarine raised its periscope and spotted the Dorchester. The German officer gave the orders to fire three torpedoes, and they struck with deadly force below the waterline. The Dorchester began to fill rapidly with the cold ocean water.

The massive explosion knocked out power and radio contact. One of the Coast Guard Cutters saw the explosion, however, and rushed to rescue 97 men who had abandoned ship. Another cutter circled the Dorchester and rescued another 132 survivors. The torpedoes had killed and wounded many men, and the violence all around them created panic throughout the ship. A lucky few were in lifeboats and were picked up by the Coast Guard Cutters. Others jumped into the frigid water and died there.

With the men of the Dorchester were four Army chaplains. They were Lt. George Fox, Methodist; Lt. Alexander D. Goode, Jewish; Lt. John P. Washington, Catholic; and Lt. Clark V. Poling, Dutch Reformed. They agreed together to spread out across the sinking ship to calm the frightened men, to preach courage, and to pray with the dying. They distributed life jackets from the storage lockers. When all the life vests were gone, witnesses saw the four take off their own to gave the four life vests to frightened young men.

"It was the finest thing I have ever seen," said John Ladd, a survivor who saw the chaplain's golden act. They did not ask which religion a young man belonged to. They simply gave their life vests to the next four men in line.

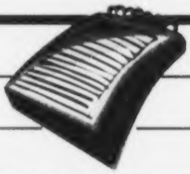
As the Dorchester tilted and began to slide beneath the sea, men in lifeboats could see the four chaplains on the slanting deck. Their arms linked together, they raised their voices in prayers as they were sucked into the icy waters.

There is no greater good than a person lay down his or her life for a friend. ”

Of the 902 men on board the Dorchester that night, only 230 survived, and they were always inspired by the memory of the four chaplains who worked for those servicemen until they sank together into the arms of their God.

Questions for Reflection

- How do people learn to behave?
- Is there a universal code of behavior?
- What would prompt those chaplains to sacrifice their lives to save others?
- How can we help each other become better human beings?
- Where would you find it difficult to apply the Golden Rule? For example: When your group is making fun of someone. When you are watching a bully pick on a weaker kid.



(Handout for Parents)

Parent Letter

You may want to copy this letter and send it to your students' parents. It suggests limited actions that they can do to model the Golden Rule.

Dear Parent,

Your child has been discussing the Golden Rule: "Treat others as you want to be treated." One example that often comes up with children is "listening." They feel that adults don't listen to them. And adults often think the reverse is true.

If you want to model listening for your children (to show them how to practice the Golden Rule), consider these guidelines:

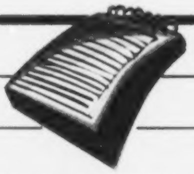
- **Be interested and attentive.** Maintain eye contact to show that you are really with the child.
- **Encourage talking.** "Tell me about your day at school." They are more likely to share their ideas and feelings when others think them important.
- **Listen patiently.** Avoid cutting children off before they are finished.
- Reflect their feeling. Mirror your children's feelings by verbally reflecting them back. "It sounds as if you're angry at your math teacher."
- **Listen to nonverbal messages.** They may communicate through their tone of voice or body language.

By showing your child how to pay attention to the words of others you help them see the benefits of listening and of feeling the excitement or the sadness that others express in conversation.

When you act as a model for behavior, it probably is best not to try to compare your behavior with how your child acts. Save those discussions for another time.

Thank you for working to build positive character traits in your child.

Sincerely,



Historical Figures Who Exemplify The Golden Rule

James Cash Penney (1875-1971) was a retail genius, philanthropist, "the man with a thousand partners," gentleman farmer, author, lecturer, world traveler, and the founder of the J.C. Penney Company. His name became synonymous with doing business according to the principles of the Golden Rule. To him, the Golden Rule represented more than a marketing strategy; it represented his deeper philosophical and religious beliefs and became the credo of his business. He insisted on offering customers quality merchandise at the lowest possible prices. Customer service, shrewd buying practices, and a growing cadre of talented store managers and associates formed the basis of the new organization.

Confucius (551-479 B.C.) - Philosopher, moralist, statesman and educator. The thoughts and teachings of Confucius encompass ethical philosophy, political and educational principle. He was concerned with the existential problems of man, hence he deals less with generalities and more with the practical matters of daily and personal relationships. The ideal of conduct, ordering all human relationships and resulting in an ideal social structure and harmony is: "Never do to others, what you would not like them to do to you."

Aristotle (384-322 B.C.) was also a caring person. The Golden Rule formed the bedrock of much of his philosophy. "We should behave to our friends as we would have our friends behave to us," he said. "It is the characteristic of a magnanimous man to ask no favour, but to be ready to do kindness to others."

Charles Loring Brace (1826-1890) - Founder of The Children's Aid Society (1853), an organization that established modern methods in child welfare. Educated to be a minister, Brace was determined to give children an alternative to life in the squalid slums and teeming New York City streets. He created services to meet the needs of poor, homeless, hungry, sick, and disabled children. He helped to establish industrial schools and lodging houses for boys and girls. Brace was also mainly responsible for the "orphan trains" that were common in the decades just preceding and following the Civil War, and lasted until about 1930. These trains transported orphans from the crowded, poverty stricken, and disease ridden streets of New York City to Midwestern farms and other rural locations, where they were adopted and/or obliged to work. The system improved many lives.

Websites on The Golden Rule for Students

"The Twenty-One Greatest Ideas In Human Relations"
http://www.patriot.net/~bmcgin/the21.html

The Universality of the Golden Rule in the World Religions
http://www.teachingvalues.com/goldenrule.html

The Golden Rule Scramble
http://www.ebibleteacher.com/children/classmat/golden_unscramble.htm

Books on The Golden Rule for Students

K to Grade 3

ALLARD, Harry and MARSHALL, James. (1977). ***Miss Nelson is Missing.*** Houghton Mifflin. ISBN 0395401461. The kids in Room 207 take advantage of their teacher's good nature until she disappears and they are faced with a vile substitute.

CHERRY, Lynne. (1994). ***The Dragon and the Unicorn.*** Harcourt Brace. ISBN 0765507293. Valerio the dragon and Allegra the unicorn are driven into hiding when humans begin to destroy the natural beauty of their land, but they receive hope when they befriend the daughter of the man responsible.

COLEMAN, Evelyn and GETER, Tyrone. (1996). ***White Socks Only.*** Albert Whitman. ISBN 080758955. Grandma tells the story about her first trip alone into town during the days when segregation still existed in Mississippi.

HARGREAVES, Roger. (1999). ***Mr. Grumpy.*** Price Stern Sloan. ISBN 0843174773. Mr. Grumpy is in a BAD mood—until he gets a visit from Mr. Tickle.

SAN SOUCCI, Robert and PINKNEY, Jerry. (1989). ***The Talking Eggs.*** ISBN 0803706197. A Southern folktale in which kind Blanche, following the instructions of an old witch, gains riches, while her greedy sister makes fun of the old woman and is duly rewarded.

Grade 4 to 7

KONIGSBURG, E. L. (1967). ***Jennifer, Hecate, MacBeth, William McKinley and Me, Elizabeth.*** Atheneum. ISBN 0689702965. Two fifth-grade girls, one of whom is the first black child in a middle-income suburb, play at being apprentice witches.

MACLACGHLAN, Patricia. (1985). ***Sarah, Plain and Tall.*** Harper & Row. ISBN 0060241012. When their father invites a mail-order bride to come live with them in their prairie home, Caleb and Anna are captivated by their new mother and hope that she will stay.

MCKINLEY, Robin. (1978). ***Beauty: The Retelling of the Story of the Beauty and the Beast.*** Harper & Row. ISBN: 0060241497. Kind Beauty grows to love the Beast at whose castle she is compelled to stay and through her love releases him from the spell which had turned him from a handsome prince into an ugly beast.

PATERSON, Katherine. (1978). ***The Great Gilly Hopkins.*** Crowell. ISBN 0690038372. An eleven-year-old foster child tries to cope with her longings and fears as she schemes against everyone who tries to be friendly.

RAWLS, Wilson. (1961). ***Where the Red Fern Grows.*** Doubleday. ISBN 0553274295. A young boy living in the Ozarks achieves his heart's desire when he becomes the owner of two redbone hounds and teaches them to be champion hunters.

Grade 8 to 12

CODELL, Esme R. (1999). ***Educating Esme: Diary of a Teacher's First Year.*** Algonquin. ISBN 1565122259. Presents a teacher's humorous yet poignant account of her first year of teaching at an inner-city school in Chicago. She finds herself challenged by incompetent administrators, abusive parents, gangs, and her own insecurities.

HADDIX, Margaret Peterson. (1998). ***Among the Hidden.*** Simon & Schuster. ISBN 0689817002. In a future where the Population Police enforce the law limiting a family to only two children, Luke has lived all his twelve years in isolation and fear on his family's farm, until another "third" convinces him that the government is wrong.

HAMILL, Pete. (1997). ***Snow in August.*** Little, Brown & Co. ISBN 0316340944. The friendship of a Jewish rabbi and a Catholic altar boy in 1940s Brooklyn. The rabbi, a Czech who fled the Nazis on the eve of World War II, teaches the boy Judaism while the boy, who is Irish, teaches the rabbi English and baseball. When anti-Semitic hoods attack the rabbi the boy goes to his defense. By the author of *A Drinking Life.*

HARUF, Kent. (1999). ***Plainsong.*** Knopf. ISBN 0375406182. The interwoven lives of a community in Colorado. The characters include two cattle farmers who take in a girl, thrown out of her house for becoming pregnant. The novel describes the girl's impact on their lives, both men being bachelors.

WOODSON, Jacqueline. (1994). ***I Hadn't Meant to Tell You This.*** ISBN 0385320310. Marie, the only black girl in the eighth grade willing to befriend her white classmate Lena, discovers that Lena's father is doing horrible things to her in private.

Books on The Golden Rule for Parents

Bodner-Johnson, Barbara. "Conversation begins at home –Around the Table." ***Perspectives for Teachers of the Hearing Impaired,*** Nov/Dec 1988.

Carlisle, Lynn. ***Communication Skills.*** Sacramento: California State Department of Education, Division of Special Education, 1988. [ED 315 933].

Edleston, Charlotte. ***A Program of Games and Activities to Increase Listening and Attentional Skills in Kindergarten.*** Nova University: Ed.D. Practicum, Dissertation/Theses, 1987. [ED 292 586].

Johnson, Ruth, and Others. ***Improving Your Child's Listening and Language Skills: A Parent's Guide to Language Development.*** Washington, DC: Handicapped Children's Early Education Program Division of Special Education Programs, 1982. [ED 234 576].

Maxwell, Margaret John. ***Listening Games for Elementary Grades.*** Washington, DC: Acropolis Books LTD., 1981.

Smith, Carl. ***How to Talk to Your Children about Books.*** Bloomington, IN: Family Learning Association, 2001.

Websites on The Golden Rule for Teachers

"The Twenty-One Greatest Ideas In Human Relations"
Specific ways to apply the Golden Rule to real life.
http://patriot.net/-bmcgin/the21.html and http://www.geocities.com/WestHollywood/Heights/1734/golden01.html

The Golden Rule
By Jeffrey Wattles, the book is published by Oxford University Press (1996).
http://www.personal.kent.edu/-jwattles/index.htm/moreinfo.htm

Egoism/Altruism Test
http://www.queendom.com/tests/personality/egoism.html

The Universality of the Golden Rule in the World Religions (For Children)
http://www.teachingvalues.com/goldenrule.html

Research and Scholarship

A Short Essay by Harry J. Gensler
http://www.jcu.edu/philosophy/gensler/goldrule.htm

Quotes from the Golden Rule
http://www.personal.kent.edu/-jwattles/index.htm/GRquotes.htm

The Sermon on the Mount
http://www.ccel.org/contrib/exec_outlines/mt/mt_19.htm

The Rule of Rules
http://www.jurisdictionary.com/rule_of_rules.htm

Altruism vs. Compassion
http://www.innerself.com/Spirituality/altruism_compassion.htm

A Sermon by Dr. Neil Chadwick on the Golden Rule
http://www.webedelic.com/church/goldenf.htm#TOP

Pantheism and the Golden Rule
http://home.utm.net/pan/kindness.htm

The Mother Load: Taking the Measure of The Golden Rule
http://www.leadvilleherald.com/1999/072999/mother.html

But I Keep the Golden Rule
http://www.joyfulheart.com/evang/goldn-ru.htm

Confucius: Analects (Sayings)
http://www.wsu.edu:8080/-wldciv/world_civ_reader/world_civ_reader_1/confucius.html

Nature and Human Values
http://www.hanover.edu/philos/john/mss/hcpubfnl.html

Morality vs. Slogans
http://aristotle.tamu.edu/-rasmith/Courses/251/gert-paper.html

Rules of Gold
http://www.max.q1.com/all/gold-rule.htm

Committee For The Golden Rule
An informal association of people who desire to promote the Golden Rule who's first goal is: "Let every school-child learn the Golden Rule."
http://www.CommitteeForTheGoldenRule.org

The Golden Rule In Major Religions Worldwide
http://theosophy.org/tlodocs/GoldnRul.htm

Specific Ways to Apply the Golden Rule to Real Life
http://www.geocities.com/WestHollywood/Heights/1734/golden01.html

Lesson: Golden Rule
http://www.ebibleteacher.com/children/lessons/goldrule.htm

The Golden Rule Scramble
Unscramble the tiles to reveal a valuable rule.
http://www.ebibleteacher.com/children/classmat/golden_unscramble.htm

Quotes on The Golden Rule
http://www.dountoothers.net/quotes/

How To Love Other People
http://patriot.net/-bmcgin/love.html

Books on The Golden Rule for Teachers

Golden Rule, by Jeffrey Wattles.

Formal Ethics, by Harry J. Gensler.
http://www.routledge.com/philosophy/fe_main.html

Ethics: A Contemporary Introduction, by Harry J. Gensler.
http://www.routledge.com/philosophy/cip/ethics.htm

Freedom and Reason, by Richard M. Hare.

Golden Rules, by Rabbi Wayne Dosick.
The Ten Ethical Values Parents Need To Teach Their Children, published by HarperSanFrancisco.
http://www.scruz.net:80/~zvi/goldrul1.html

Seasons of Splendor: Tales, Myths, and Legends from India, by Madhur Jaffrey.

Folktales and Fables of the Middle East and Africa, by Robert Ingpen and Barbara Hayes.

Confucius and Ancient China, by Theodore Rowland-Entwistle.

The Magic Boat and Other Chinese Folk Stories, by M. Jagendorf and Virginia Weng.

Great Leaders of Ancient Greece and Rome, by Leonard Cotrell.

The Aeneid for Boys and Girls, by Alfred Church.

First Book of Bible Lands, by Charles A. Robinson.

Stories of the Jewish People, by Jose Patterson.

Jerusalem, Shining Still, by Karla Kuskin.

ERIC Bibliography on The Golden Rule

ERIC annotated bibliographies add brief ideas to help with this topic. Many of the annotated articles are available in full text. See the Appendix for directions.

The following reports of research and classroom practice are summarized here from the ERIC database. For more information on articles in the database, or to find the full text of an article go to http://eric.indiana.edu to search the database. The numbers at the top of each reference enable you to go directly to the article that you seek.

AN: EJ602255
AU: Miller, Ron; Kohn, Alfie
TI: The Compassion Our Children Deserve: An Interview with Alfie Kohn.
PY: 2000
SO: Paths of Learning: Options for Families and Communities; n3 p31-39 Win 2000
NT: Theme issue topic: "Youth As Partners in the Home, in the School, and in the World."
DE: *Educational Practices; *Parent Child Relationship; *Parenting Skills; *Teacher Student Relationship
AB: Alfie Kohn, former teacher and current educational theorist and writer, discusses his views on teaching, learning, and parenting. He addresses the problems of reward-based education, the negative effects of competition on learning, and capitalizing on the naturalness of altruistic behavior in humans. He stresses the importance of treating children with compassion as a basic foundation for promoting learning. (LP)

AN: EJ592901
AU: Wright, Elliott A.
TI: Religion in American Education: A Historical View.
PY: 1999
SO: Phi Delta Kappan; v81 n1 p17-20 Sep 1999
DE: *Educational History; *Ethical Instruction; *Public Education; *Religion
AB: Nineteenth-century common schools offered no course about religion or its role in American society. Moral education up through the mid-20th century embodied a kind of generalized Christianity. If universalized versions of the Golden Rule and the Ten Commandments prevail, educators should reconsider the merits of common-school philosophy. Contains 18 references.

AN: EJ451632
AU: Trede, Mildred
TI: Dear Old Golden Rule Days.
PY: 1992
SO: Gifted Child Today GCT; v15 n4 p26-30 Jul-Aug 1992
DE: *Educational History; *Learning Activities; *Mathematics Instruction; *Writing Across the Curriculum
AB: Learning activities to develop skills in various curriculum areas including language arts, mathematics, social studies, and science are presented, focusing on the theme of education in centuries past. Sample activities include contrasting the Spartan and Athenian educational systems and using Pestalozzi's charts for math functions. (DB)

AN: EJ420465
AU: Stonehouse, Anne
TI: The Golden Rule for Child Care: Treating Children as We Want Them to Treat Us.
PY: 1990
SO: Child-Care-Information-Exchange; n76 p35-38 Nov-Dec 1990
DE: *Adult Day Care; *Day Care Centers; *Educational Environment; *Human Dignity; *Institutional Environment; *Nursing Homes
AB: Considers what would happen if traditional child care activities were used in a retirement home. The needs of both age groups are summarized. Recommendations based on requirements of human and physical environments, and community and program services, are offered. (SH)

AN: EJ283259
AU: Rembert, Ron B.
TI: The Golden Rule: Two Versions and Two Views.
PY: 1983
SO: Journal of Moral Education; v12 n2 p100-03 May 1983
DE: *Ethical Instruction; *Religious Education; *Values Education
AB: Sixth-grade students explore the underlying issues of two versions of the Golden Rule, the negative one viewed by Confucius as a moral prescription and the positive one viewed by Jesus as a religious prescription. (Author/RM)

AN: ED369531
AU: Charney, Ruth Sidney
TI: Teaching Children to Care: Management in the Responsive Classroom.
CS: Northeast Foundation for Children, Greenfield, MA.
PY: 1993
AV: Northeast Foundation for Children, 71 Montague City Road, Greenfield, MA 01301 ($22.50, plus shipping. Discount on quantity orders).
PR: EDRS Price MF01/PC13 Plus Postage.
DE: *Classroom Techniques; *Discipline; *Prosocial Behavior; *Self Control; *Values; *Values Education
AB: This book is about managing a responsive classroom and teaching children to care. The aim of every chapter and technique is the creation of self-controls and community, defined as the capacity to care about oneself, others, and the world. The 16 chapter topics are: (1) goals of self-control and community; (2) techniques of the first 6 weeks of school and their extension through the rest of the year; (3) basic classroom rules and how children can be involved in their creation; (4) a system of logical consequences for children's actions; (5) problem-solving class meetings; (6) a time-out procedure; (7) approaches to children who engage in power struggles; (8) ways to approach problem-solving with individuals and groups based on a teacher's ability to notice and reflect; (9) the powerful link between words and actions; (10) the use of specific language by children and teachers; (11) different ways teachers can invoke authority, such as the Golden Rule, rules for safety and order, and personal rules; (12) formation of "Clear Positives," or basic ideals; (13) social arrangements and expectations; (14) class and group expectations for learning content and procedures; (15) individual expectations; and (16) "critical contracts." The conclusion addresses the idea of authentic teaching. Six appendixes and a 43-item bibliography of books, articles, audiotapes, songs, videotapes, and other resources are included. (TJQ)

AN: EJ353719
AU: Horowitz, Jeff
TI: The Golden Rule of Teaching.
PY: 1987
SO: Clearing House; v60 n9 p411-12 May 1987
DE: *Empathy; *Perspective Taking; *Teacher Attitudes; *Teacher Student Relationship
AB: Recommends that teachers be more empathetic with their students, treating them as they would wish to be treated themselves. Compares classroom teaching with teacher education classes. (NKA)

Faith-Based Initiatives

Synonyms

Ethics
Religion
Philosophy

Definition

A character development program guided by the principles that stem from a recognized religion or philosophical tradition – for example, a program espoused by one of the Christian churches or one developed from Marxist philosophy – would be a faith-based program.

Action Steps
Activities
Books
Websites

"To educate a man in mind and not in morals is to educate a menace to society." - Theodore Roosevelt

The purpose of this chapter is different from the instructional design of the previous chapters. Our purpose here is to facilitate discussions of personal philosophies and to help teachers to respond to faith-based initiatives by their students.

Not all students will have an articulated personal philosophy or a religious faith that guides their behavior. In a public school classroom comments are welcome from those who do have a faith or a personal philosophy and from those who do not. In the long term, however, we hope that each individual will govern their behavior, will build their character, through a clear set of guidelines, no matter the roots on which they are based.

When a student says, "I learned integrity from my church program," the teacher can encourage that student to elaborate. Thereby, other students learn that integrity has origins in a variety of principles. So, too, the teacher encourages a student who says, "I learned integrity from watching my grandmother." One comment stems from religion and the other from a family model. Each example can prompt other class members to ask themselves: "What will guide my sense of integrity?"

American historians often point to the early and the continuing influence that religious faith plays in the lives of American people. In this chapter, then, we open ourselves to no-faith reflections and to faith-based reflections. They are valid contributions to the discussion of character development.

America was founded on faith-based religious beliefs. Throughout our history, deep religious convictions have molded the character of a great many Americans – people from a wide variety of significant religious groups (Protestants, Catholics, Jews, Orthodox Christians, Mormons, Muslims, Hindus, Buddhists, Native American religions and others). Out of these differences in faith, a set of personal and common civic virtues has emerged in American society-honesty, caring, fairness, responsibility, perseverance and integrity. These values blend together in a commonality of purpose and form a model of good citizenship for democracy. These fundamental beliefs enter the door of the schoolhouse within the mind and heart of each student and frequently are expressed during classroom discussions and individual actions.

Increasingly listed as descriptive of good citizenship instruction is "respecting the rights of others to have their own views and religious beliefs." The inclusion of the words "own views and religious beliefs" opens the door for students to share their opinions and beliefs in the classroom.

Many people build character around the principles and beliefs of their religion. Character trait discussions in school are bound to bring forth points stemming from the principles and beliefs individuals have acquired from their families and faith communities. These thoughts need to be recognized, accepted, and used as aids to build character for those students who are so guided.

It is understandable that teachers wonder how they can include faith-based opinions in the classroom without "teaching religion." In "Religion in the Public School Curriculum," guidelines for how to teach about religion summarize the distinction this way:

a. The school's approach is academic, not devotional.

b. The school strives for student awareness of religions, but does not press for student acceptance of any religion.

c. The school sponsors study about religion, not the practice of religion.

d. The school may expose students to a diversity of religious views, but may not impose any particular view.

e. The school educates about all religions; it does not promote or denigrate religion.

f. The school informs students about various beliefs; it does not seek to conform students to any particular belief.

A distinction is made between the teaching "of" religion and teaching "about" religion.

Faith-Based and Community Initiative

The term, faith-based, has risen in visibility with President George W. Bush's Faith-Based and Community Initiative. This initiative is a recognition that, "America is rich materially, but there remains too much poverty and despair amidst abundance. Government can rally a military, but it cannot put hope in our hearts or a sense of purpose in our lives." (http://www.whitehouse.gov/infocus/faith-based/). Despite programs and commitments by the Federal and state governments to address social needs, there remains a large number of citizens who continue to be distressed and in poverty. Recognizing that many community and faith-based groups strive to assist societal needs, President Bush signed Executive Orders which created a high-level White House Office of Faith-Based and Community Initiatives.

The Faith-Based and Community Initiatives Act's stated purpose is, "To provide incentives for charitable contributions by individuals and businesses, to improve the effectiveness and efficiency of government program delivery to individuals and families in need, and to enhance the ability of low-income Americans to gain financial security by building assets." (http://www.whitehouse.gov/news/reports/faith-based.html). President Bush has stated: "We must heed the growing consensus across America that successful government social programs work in fruitful partnership with community-serving and faith-based organizations-whether run by Methodists, Muslims, Mormons, or good people of no faith at all."

Giving Back to Community

The prime goal of public education is to prepare students to achieve in the world. In order for American democracy to continue to thrive, our children must be educated in "the basics" and, at the same time, be good citizens. Being a good citizen not only requires giving attention to personal behavior and conduct, but assumes that one gives back to the community. Exhibiting good character can come through demonstrating the virtues that have evolved through a faith-based background of acquired, acceptable virtues. Serving others and caring about others demonstrate strength of character. It is, therefore, the responsibility of a good citizen to give back either as an individual or in conjunction with social groups and groups that have their roots in religious organizations.

John I. Goodlad, author of What Schools Are For, writes of his "analysis of goals for schooling articulated by state and local boards of education, various special commissions, and others in an attempt to achieve a synthesis." Twelve goals are listed representing the author's description of Goals for Schooling in the United States. Under the seventh goal of Citizenship, he lists a number of purposes among which are to... "develop an attitude of inquiry in order to examine societal values, develop the ability to think productively about the improvement of society, and develop a commitment to involve oneself in resolving social issues." Goodlad states: "More than ever before, man is confronted with confusion regarding the nature of man; conflicting value systems; ambiguous ethical, moral, and spiritual beliefs; and questions about his own role in society. To counteract man's ability to destroy himself and his tendency to destroy his environment requires citizen involvement in the political and social life of this country. A democracy can survive only by the participation of its members." (1994, p. 45)

Many schools refer to themselves as "school families" – meaning that the students, staff, parents, and community members are part of a learning community joined together as a family unit. Schools try to "involve parents" in the work of the school by requesting their participation on committees, attendance at school activities, and assistance in classrooms. Extending that idea, schools can include community groups and faith-based organizations that complement the expansiveness of the "school family".

The Roots of Character Development

A question each of us might ask ourselves is, "On what foundation did my character develop? Was it through the lessons I learned from my family or from church classes I attended as a child? Was it through the lessons my parents taught on a daily basis as I was growing up? Was it through the citizenship classes in school or through the guidelines for classroom behavior established by my teachers? Was it through reading and studying about history, human behavior, psychology, or sociology? Was it through watching people interact and reading newspaper accounts of daily events? All of us would probably answer that our character developed through a sum of all of the above, and many of us would respond that our most valued character traits are a result of the teachings of our faith and the guidance of our parents. It would be difficult for us to separate what we believe from the way we act, and our greatest hope is that our actions reflect those virtues of honesty, caring, fairness, responsibility, perseverance and integrity-the same faith-based virtues on which America was founded.

When a student points to principles or beliefs from a particular faith, it is the teacher's prerogative to remind the class that many religious or non-religious beliefs are represented in the group. Thus there is a multi-faith base for the traits that they display as a group. Often student comments are their opinions of their faith at that moment. When appropriate, ask students to bring in written statements from their faith community to show how actual religious documents relate to the point of the class discussion. Others should be encouraged to bring in statements that represent their philosophies.

References

Goodlad, John I. (1994), *What Schools Are For, Second Edition.* Phi Delta Kappa Educational Foundation.

Haynes, Charles C. and Oliver Thomas, *Finding Common Ground: A First Amendment Guide to Religion and Public Education, First Amendment Center.* Online in PDF format at: http://www.freedomforum.org/publications/first/findingcommonground/findingcommonground.pdf.

Bibliography of Websites

http://www.whitehouse.gov/infocus/faith-based/

http://www.whitehouse.gov/news/reports/faithbased.html

http://www.doe.state.in.us/charactered/instruction.html

http://www.ed.gov/inits/religionandschools/

http://pfie.ed.gov

http://www.freedomforum.org/templates/document.asp?documentID=3964

Lesson Planning – Suggested Classroom Activities

As we consider ways that faith-based character development might occur in the classroom, keep in mind the diversity of backgrounds in the public school. Many faiths and many personal philosophies have shaped the personalities of your students. Remind students of this fact. Caution them to avoid prejudicial or snide remarks when commenting on religious or social groups that are mentioned in their discussions.

These class discussions are meant to support students in their decision-making. They are developing into positive citizens, and character development activities provide them with information and opportunities to clarify what they believe and the direction they will take.

1. As a class, study the Faith-Based & Community Initiatives Act. Search for information about how the elements of this act have been incorporated into your community. What offices have been established, what procedures are in place, what action is taking place? What needs of the community are being addressed?

2. Conduct a survey of the social needs in the school community. Examine the findings and identify government, community or faith-based programs established to address specific needs. Create a community service project the class might undertake to provide services to a needy group. One example might be to make monthly visits to a nursing home located within the school community.

3. Research social issues within your city or town. Collect facts and figures regarding existing needs. Prepare a presentation for the class with the collected data. Match these needs to community and faith-based organizations.

4. Read books focused on social issues. Share the wisdom gained from that reading. See some titles below.

5. Invite guest speakers to visit the class to discuss social issues and community initiatives. Guests might include school social workers and representatives from community and faith-based organizations (United Way, homeless shelters, churches/synagogues, etc.) Do not invite only one, lest it seem that you are promoting one particular organization.

6. Volunteer to assist with after-school activities. Serve as a tutor to assist students with school work. Provide assistance for students needing extra help with reading or math.

7. Conduct a class study to gain an understanding about the legal issues involved in studying religion and religious topics in the public schools.

8. Read children's books which have a virtue/lifeskill theme where faith is an issue. Include biographies of famous people and examine the ways that their beliefs were reflected in their actions.

9. The annual Almanac of the New York Times shows the distinctions between 12 Christian denominations on specific points (origins, ethics, doctrines). Have students do a similar search of non-Christian faiths.

Books and Role Models

The librarian can help in creating a bookshelf for your class. Heroes or role models appear in biographies, myths, legends, and fantasy. Books and historical characters help students understand the struggle involved in becoming a caring person, a person of integrity. Faith and personal beliefs (philosophies) often are keys to the character we meet in the book.

Historical Figures Who Exemplify Faith-Based Initiatives

William Franklin Graham Jr. (1918-) When shy 16 year old William Franklin Graham Jr. attended a revival meeting in 1934, he decided to commit his life to Christ. This spiritual awakening transformed the boy who became Southern Baptist minister Billy Graham (1939), the world's best-known evangelist.

In 1944 he began his career as an evangelist for the American Youth for Christ movement. In 1949 he received national attention for an extended evangelistic campaign in Los Angeles. During the 50 years since that time William Franklin Graham has been our leading religious revivalist. Mr. Graham has preached the Gospel to over 210 million people in more than 185 countries and territories. Hundreds of millions more have been reached through television, video and film. About his influence over so many, Graham told Life in 1994, "I am always afraid. Afraid that I may give the wrong word to someone and that it might affect their eternal destiny. I feel every time I go to that platform that I'm unworthy to be there." Humility and grace from a man of great faith. According to the TIME Magazine, "he is an icon essential to a country in which, for two centuries now, religion has been not the opiate but the poetry of the people."

Dorothy Day (1897-1980), American journalist and reformer, cofounder of the Catholic Worker and an important lay leader in its associated activist movement. Throughout her life, Dorothy received comfort and inspiration from the Bible, especially the Psalms, and the Gospels. They were part of her daily meditation. The example and teachings of Christ were at the heart of her spirituality. In the Catholic Worker community, Dorothy shared her daily energies with and on behalf of poor, homeless, sick, and desperate people. Influenced by Peter Maurin, Day set up Houses of Hospitality to help feed, clothe, and comfort the poor.

Dorothy loved doing works of mercy because they allowed her to take direct and immediate action for her brothers and sisters in Christ and against the ills of society that robbed them of their life, freedom, and dignity.

James Earl Carter, Jr. (1924-) Through all the struggles, and through his later years of political triumph and acclaim as one of the world's most respected peacemakers, Christian beliefs has been President Carter's anchor and touchstone. For decades, President Jimmy Carter has been an avid student and teacher of the Bible. For President Carter, faith finds its deepest expression in a life of compassion, reconciliation, and service to others. In one of his books, *Living Faith* (1996), he draws on the experience to offer lessons for life from the Bible, personal experience, and the examples of friends and family who have guided, challenged, and inspired him.

Dr. Martin Luther King, Jr. (1929-1968) fused the Christian philosophy of love with Mahatma Gandhi's teachings of nonviolent protest to lead the American civil rights movement in the name of freedom and equality. "Love is the only force capable of transforming an enemy into friend," King believed. Dr. King's life was one of commitment to the principles of universal brotherhood and equality. He constantly preached these ideals throughout his life. In his speech of a lifetime, given in 1963, on the steps of the Lincoln Memorial, "I have a dream", he declared with evangelical passion, "I have a dream that one day this nation will rise up and live out the true meaning of its creed: "We hold these truths to be self-evident that all men are created equal." Despite pressure and threats, he maintained his belief that "nonviolence is our most potent weapon". In 1964 he was awarded the Nobel Peace Prize.

Websites on Faith for Students

Government Publications on Religion and Public Schools
http://www.ed.gov/inits/religionandschools/publications.html

See and Ask Benzi-Grrr Bear Questions About God
See responses given to other children, click on a question mark to write your own.
http://www.glencoe.com/benziger/activity/child/questions.htm

What Does the Bible Say to You?
http://www.elca.org/co/biblesays/

Faith and Life
Character built on the Bible from CCD (Center for Character Development) An animated website!
http://www.charactercenter.com/FaithAndLife/default.htm

Religions of the World
Islam - Judaism - Buddhism - Animism - Christianity - Hinduism
http://emuseum.mnsu.edu/cultural/religion/

An Introduction to World Religion
http://www.faithnet.freeserve.co.uk/introtoworldreligon.htm

The Major World Religions
http://www.omsakthi.org/religions.html

Dogmas of Judaism
http://www.sacred-texts.com/jud/studies.htm

Information on Muslim Countries and Islamic Movements
http://www.islamtoday.com/everything/movements_info.htm

A Collection of Links on Buddhism
http://dmoz.org/Society/Religion_and_Spirituality/Buddhism/What_Is_Buddhism/

Books on Faith for Students

Grade K-3

DEMI. (1996). ***Buddha.*** New York: Henry Holt & Company. ISBN 0805042032. A biography about Gautama Buddha, the founder of Buddhism.

DEMI. (1998). ***The Dalai Lama.*** New York: Henry Holt & Company. ISBN 080505443X. A biography about the life of the Tibetan spiritual and political leader.

MATTHEWS, Mary and LEWIS, E. B. (1996). ***Magid Fasts for Ramadan.*** New York: Clarion Books. ISBN 0395665892. Magid, an eight-year-old Muslim boy in Cairo, is determined to celebrate Ramadan by fasting, despite the opposition of family members who feel that he is not yet old enough to fast.

OBERMAN, Sheldon and LEWIN, Ted. (1994). ***The Always Prayer Shawl.*** Honesdale, PA: Caroline House. ISBN 1878093223. A prayer shawl is handed down from grandfather to grandson in this story of Jewish tradition and the passage of generations.

POLACCO, Patricia. (1988). ***The Keeping Quilt.*** New York: Simon & Schuster Books for Young Readers. ISBN 0671649639. A homemade quilt ties together the lives of four generations of an immigrant Jewish family, remaining a symbol of their enduring love and faith.

Grade 4-7

BLUME, Judy. (1970). ***Are You There, God? It's Me, Margaret.*** Englewood Cliffs, NJ: Bradbury Press. ISBN 0130458562. Faced with the difficulties of growing up and choosing a religion, a twelve-year-old girl talks over her problems with her own private God.

BOSSE, Malcolm. (1993). ***Ordinary Magic.*** New York: Farrar, Straus and Giroux. ISBN 0374425175. Uprooted from his home in India by a tragedy, Ganesh begins a new life in the Midwest where his experiences with Hinduism, Yoga, and mantras are considered alien.

LASKY, Kathryn. (1998). ***Dreams in the Golden Country.*** New York: Scholastic. ISBN 0590029738. Twelve-year-old Zippy, a Jewish immigrant from Russia, keeps a diary account of the first eighteen months of her family's life on the Lower East Side of New York City in 1903-1904.

NYE, Naomi Shihab. (1997). ***Habibi.*** New York: Simon & Schuster Books for Young Readers. ISBN 0689801491. When fourteen-year-old Liyanne Abboud, her younger brother, and her parents move from St. Louis to a new home between Jerusalem and the Palestinian village where her father was born, they face many changes and must deal with the tensions between Jews and Palestinians.

YOLEN, Jane. (1988). ***The Devil's Arithmetic.*** New York: Viking Kestrel. ISBN 0670810274. Hannah resents stories of her Jewish heritage and of the past until, when opening the door during a Passover Seder, she finds herself in Poland during World War II where she experiences the horrors of a concentration camp, and learns why she-- and we--need to remember the past.

Grade 8-12

BAT-AMI, Miriam. (1999). ***Two Suns in the Sky.*** Chicago: Front Street/Cricket Books. ISBN 0812629000. Fifteen-year-old Christine Cook's world is broadened in many different ways with the arrival of the refugees to the Emergency Refugee Shelter in her hometown of Oswego, New York in 1944.

BUTLER, Octavia (1993). ***Parable of the Sower.*** New York: Four Walls Eight Windows. ISBN 0941423999. In a gritty, near-future Southern California, an empathic teenager invents her own religion. Shelved with science fiction.

FRANK, Anne. (1967/1993. Bantam Edition) ***Anne Frank: Diary of a Young Girl.*** New York: Bantam Books. ISBN 0553296981. The classic true story of a Jewish girl hiding from the Nazis in Amsterdam.

POTOK, Chaim. (1967/1996). ***The Chosen.*** New York: Fawcett Columbine. ISBN 0449911543. The unlikely friendship between an Orthodox and a secular Jew brings deeper understanding to both young men. Fawcett Books.

SPINK, Kathryn. (1997). ***Mother Theresa: The Complete Authorized Biography.*** San Francisco: HarperSanFrancisco. ISBN 0062508253. A biography of Mother Theresa.

Websites on Faith for Parents

Rallying the Armies of Compassion
http://www.whitehouse.gov/news/reports/faithbased.html

Faith-Based Initiative: Current Status
http://usgovinfo.about.com/library/weekly/aa053001b.htm

Religion and Public Schools
A US Department of Education site containing guidelines, publications and resources on the topics of religious expression in public schools and faith community support of children's learning to provide you with the most current and accurate information on these important topics.
http://www.ed.gov/inits/religionandschools/

Religion and Prayer in Public Schools
http://www.adl.org/religion_ps/prayer.asp

Faith-Based Child Care Resources
The resources listed on the site of the National Child Care Information Center. Some of the publications are listed on the Child Care Topics pages.
http://www.nccic.org/cctopics/faithbased.html

Indiana Camp Ministries Project
http://www.cts.edu/icmp/main.htm

Bush's Faith-Based Plans from Christianity Today Magazine
http://www.christianitytoday.com/ct/9tc/9tc020.html

Faith at Home
Explore and enjoy your faith with your kids!
http://www.faith_at_home.com/articles/peace_cwt.html

Teaching the basics of faith to children is critical, say teachers and parents
By Laura Addison
http://www.reporternews.com/religion/kidfaith0829.html

Books on Faith for Teachers

Rallying the Armies of Compassion
http://www.whitehouse.gov/news/reports/faithbased.html

Faith-Based Initiative: Current Status
http://usgovinfo.about.com/library/weekly/aa053001b.htm

Center for Faith-Based and Community Initiatives in the Department of Education
http://www.ed.gov/offices/OIIA/pfie/whoweare/faithbased.html

Faith-Based Child Care Resources
http://www.nccic.org/cctopics/faithbased.html

Religion and Public Schools
U.S. Department of Education site containing guidelines, publications and resources on the topics of religious expression in public schools and faith community support of children's learning to provide you with the most current and accurate information on these important topics.
http://www.ed.gov/inits/religionandschools/

Religions of the World
Islam - Judaism - Buddhism - Animism - Christianity - Hinduism
http://emuseum.mnsu.edu/cultural/religion/

An Introduction to World Religion
http://www.faithnet.freeserve.co.uk/introtoworldreligon.htm

The Major World Religions
http://www.omsakthi.org/religions.html

Faith and Life
Character build on Bible from CCD (Center for Character Development) An animated web site!
http://www.charactercenter.com/FaithAndLife/default.htm

Faith Works
This initiative, announced on November 23, 1999, is to encourage faith-based institutions to help Indiana's working poor achieve a better life for themselves and their families. Overseen by the Division of Family and Children of the State's Family and Social Services Administration, FaithWorks Indiana will provide assistance to faith-based organizations in applying for state and federal grant dollars to support new or existing self-sufficiency programs. FaithWorks Indiana toll-free hotline: 1-800-599-6043.
http://www.state.in.us/fssa/faithworks/index.html

Faith-Based Community Initiatives (FBCI)
http://www.faithbasedcommunityinitiatives.org/

Teaching Children to Share their Faith
By Verda Rubottom
http://www.ag.org/cecounselor/200002/0002_c.chd.cfm

Teaching About Religious Holidays
http://www.adl.org/religion_ps/teaching.asp

Religious Holiday Activities Guidelines
http://www.adl.org/ctboh/holiday_activities_guidelines.html

What faith-based programs can do (and what they can't)
By Stephen Goldsmith
http://www.opinionjournal.com/extra/?id=85000511

Can Public Schools Be Religiously Neutral?
By Paul G. Kussrow and Loren Vannest
http://www.leaderu.com/humanities/neutral.html

Judaism 101
Online encyclopedia of Judaism, covering Jewish beliefs, people, places, things, language, scripture, holidays, practices and customs.
http://www.jewfaq.org/

Dogmas of Judaism
http://www.sacred_texts.com/jud/studies.htm

Islam: A Religion of Terror?
http://www.thetruereligion.org/terror.htm

Lesson Plan: Making Sense of Islam
http://www.education_world.com/a_tsl/archives/01_1/lesson0027.shtml
Subjects: Literature, Social Science, World History. Grades: 6-12

Information on Muslim Countries and Islamic Movements
http://www.islamtoday.com/everything/movements_info.htm

ERIC Bibliography on Faith-Based Initiatives

ERIC annotated bibliographies add brief ideas to help with this topic. Many of the annotated articles are available in full text. See the Appendix for directions.

The following reports of research and classroom practice are summarized here from the ERIC database. For more information on articles in the database, or to find the full text of an article go to http://eric.indiana.edu to search the database. The numbers at the top of each reference enable you to go directly to the article that you seek.

AN: ED446828
AU: Gates, Saundra
TI: Finding Common Ground: How Faith Communities Support Children's Learning.
CS: Partnership for Family Involvement in Education (ED), Washington, DC.
PY: 2000
AV: U.S. Department of Education, Partnership for Family Involvement in Education, 400 Maryland Avenue, SW, Washington, DC 20202-8173. (Toll-Free) 800-872-5327; email: partner@ed.gov; Web site: http://pfie.ed.gov.
PR: EDRS Price MF01/PC01 Plus Postage.
DL: http://orders.edrs.com/members/sp.cfm?AN=ED446828
DEM: *Children; *Church Role; *Churches; *Partnerships in Education; *Religious Organizations
DER: After School Education; After School Programs; Community Involvement; Elementary Secondary Education; School Community Programs; School Community Relationship; State Church Separation; Volunteers
AB: Noting that faith communities play a vital role in connecting to families and children and often become involved in and supportive of education issues important in their local community, this document discusses the development of partnerships involving public schools and faith-based communities. The document compiles a series of talking points for use as overheads. The topics discussed include the following: (1) religious expression in public schools; (2) student prayer and religious discussion; (3) graduation prayers; (4) official neutrality regarding religious activity; (5) teaching about religions; (6) student assignments; (7) religious literature; (8) religious excusals; (9) released time; (10) teaching values; (11) student garb; (12) Equal Access Act; (13) the appropriate role of faith communities in public education; (14) what partnerships involving public schools and faith-based communities should and should not do; (15) reminders for volunteers; (16) starting a volunteer program; (17) ensuring effectiveness and targeting resources; (18) action areas for promoting children's learning; (19) helping children learn after school; (20) helping children learn to read; (21) helping youth prepare for college; (22) promoting a safe, healthy environment; (23) the Partnership for Family Involvement in Education; and (24) information and publications available from the U.S. Department of Education. (KB)

AN: ED441931
AU: Trulear, Harold Dean
TI: Faith-Based Institutions and High-Risk Youth. First Report to the Field. Field Report Series.
CS: Public/Private Ventures, Philadelphia, PA.
PY: 2000
NT: Additional support from the Charles F. Hayden Foundation, Annie E. Casey Foundation, the Stuart Foundation, and a number of local and regional foundations that have supported project work in the individual sites.
PR: EDRS Price MF01/PC02 Plus Postage.
DL: http://orders.edrs.com/members/sp.cfm?AN=ED441931
DEM: *At Risk Persons; *Churches; *Youth Programs
DER: Church Role; Community Programs; Demonstration Programs; Religious Organizations; Urban Youth
AB: Building on a survey of the role of religious

institutions in programs for high-risk youth and consultations with experts in the field, a field demonstration project was implemented to test strategies for using religious institutions to anchor local partnerships aimed at high-risk youth. The partnerships were designed to address the developmental needs of the highest-risk young people, those whom most programs, and social policy itself, seem to have abandoned. This report, based on the first year of working with these programs, is the first of a series to come. The 11 collaborative sites represent a variety of approaches, diversity of religious and ethnic traditions, and a multiplicity of geographical areas, both urban and suburban. Early lessons from these sites are the: (1) challenge of capacity building; (2) challenge of connecting with funding sources; (3) challenge of evaluation; (4) need for focused leadership; (5) challenge of targeting high-risk youth; (6) need for collaboration; (7) importance of planning and program strategies; (8) importance of building relationships of trust; and (9) role of faith. Preliminary findings point to the importance of faith-based initiatives in working with high-risk youth. (Contains 12 references.) (SLD)

AN: EJ604571
AU: Timmermans, Steven R.; Hasseler, Susan S.; Booker, Rhae Ann Y.
TI: Creating Resiliency in Urban Neighborhoods.
PY: 1999
SO: Reclaiming Children and Youth: Journal of Emotional and Behavioral Problems; v8 n2 p107-11 Sum 1999
NT: Special topic: "Generosity and Altruism." For related articles, see CG 555 134-49.
DEM: *High Risk Students; *Mentors; *Peer Influence; *Resilience Personality; *Student Educational Objectives; *Urban Environment
DER: Academic Achievement; Elementary Education; Interpersonal Relationship
AB: Project uses faith-based organizations to identify strengths in high-risk children and youth. Programs spanning grades 4 to 12 matched youth with prosocial peers and adults and provided opportunities for expanding their personal goals and educational horizons. Activities in mentoring built relationships, strengthened academic skills, and raised career and college aspirations. (Author/GCP)

AN: ED425117
TI: A Call to Civil Society: Why Democracy Needs Moral Truths. A Report to the Nation from the Council on Civil Society.
CS: Institute for American Values, New York, NY; Chicago Univ., IL.
PY: 1998
AV: Institute for American Values, 1841 Broadway, Suite 211, New York, NY 10023; Tel: 212-246-3942 ($7).
PR: EDRS Price MF01 Plus Postage. PC Not Available from EDRS.
DEM: *Democracy; *Moral Values; *Self Determination
DER: Citizenship Education; Civics; Social Problems
AB: This report states there are at least 12 seedbeds of civic virtue considered to be the foundational sources of competence, character, and citizenship. The report also claims that the decline of these qualities is cause for weakening morality and the endangerment of continuing self-governance; and as the society's morality deteriorates, life becomes harsher and less civil for everyone, and social problems multiply. The report states the primary challenge for the United States is the moral renewal of the democracy through three proposed goals: (1) to increase the likelihood that more children will grow up with their two married parents; (2) to adopt a new "civil society model" for evaluating public policies and solving social problems; and (3) to revitalize a shared civic story informed by moral truth. A strategy for renewal is given that outlines 41 recommendations to the family, community, religious institutions, voluntary civic organizations, the arts and art institutions, local government, primary and secondary education, higher education, business, labor, and economic institutions, and media institutions. A shared civic faith, a common civic purpose, and

a public moral philosophy also are recommended. (LB)

AN: ED419206
TI: Brighter Futures: The Wisconsin Plan To Prevent Adolescent Pregnancy.
CS: Wisconsin Executive Committee on Adolescent Pregnancy Prevention, Madison.
PY: 1998
PR: EDRS Price MF01/PC03 Plus Postage.
DL: http://orders.edrs.com/members/sp.cfm?AN=ED419206
DEM: *Early Parenthood; *Pregnancy; *Prevention; *State Programs
DER: Adolescents; Statewide Planning; Unwed Mothers
AB: The Executive Committee and the Subcommittee on Adolescent Pregnancy Prevention were charged to develop and provide leadership to implement a state plan to reduce adolescent pregnancy in Wisconsin. Both the negative outcomes for adolescent parents and their children and the cost to society are at issue. This document serves as a first step to identify what works, what needs to be done, and who needs to be involved. Included in section 1 are the introduction, vision and mission statements, guiding principles, goal, considerations and "asset building." Section 2, "Defining the Issues," deals with the consequences and costs of adolescent childbearing, and factors linked to adolescent pregnancy. Section 3, "Toward a Shared Responsibility," includes recommendations for parents and family, youth, schools and education, community organizations, faith-based organizations, business and employers, health care community, media and public information, and government. Areas of special concern (subsequent pregnancies, child abuse and neglect, sexual abuse and statutory rape) are highlighted. The plan concludes with a position statement. The appendices include results of the town hall listening sessions, a framework of 40 developmental assets for youth, pregnancy and birth statistics, and a statement on human growth and development. (EMK)

AN: ED406479
AU: Lakes, Richard D.
TI: Youth Development and Critical Education: The Promise of Democratic Action. SUNY Series, Democracy and Education.
PY: 1996
AV: State University of New York Press, State University Plaza, Albany, NY 12246 (paperback: ISBN-0-7914-3350-1; clothbound: ISBN-0-7914-3349-8).
PR: Document Not Available from EDRS.
DEM: *Adolescents; *Community Services; *Economically Disadvantaged; *Service Learning; *Urban Youth
DER: Children; Economic Development; Health Services; Leadership; Low Income Groups; Neighborhood Improvement; Prevention; Program Descriptions; Student Participation; Violence; Youth Programs
AB: Presented in this book are studies of social projects for economically disadvantaged inner-city youth engaged in neighborhood revitalizations in low-income communities around the country. Children and teens are highlighted as they participate in non-school initiatives to achieve economic and political self-determination coupled with personal fulfillment and healthy growth. The real-life projects described illustrate the commitment of adult workers in intergenerational learning communities in which young people learn to make a difference. Chapter 1, "Community Economics," profiles a number of grassroots efforts at economic development and job creation involving teens and young adults. Chapter 2, "Neighborhood Improvement," describes efforts by young people to reclaim their communities. "Health and Wellness," chapter 3, discusses how community violence obstructs youth development and describes some projects addressing conflict resolution, teen parenting, and self esteem. Chapter 4, "Street Arts," examines community art programs as aspects of crime and substance abuse prevention efforts. In chapter 5, "Youth Leadership," how teens enter grassroots social programs in leadership development is explored.

Chapter 6, "Beacons of Hope," describes community development through intergenerational, faith-based organizations. An appendix contains a directory of 54 resources. (Contains 227 references.) (SLD)

AN: ED371970
AU: Bigham, Darrel E.
TI: Religious History in the Schools: A Preliminary Assessment.
PY: 1993
PR: EDRS Price MF01/PC01 Plus Postage.
DL : http://orders.edrs.com/members/sp.cfm?AN=ED371970
DEM: *History; *History Instruction; *Public Schools; *Religion Studies; *United States History
DER: Church Role; Curriculum Development; Elementary Secondary Education; Higher Education
AB: This paper is a preliminary assessment and proposed plan of action resulting from a discussion of the state of religious history in Indiana schools. A group of teachers, professors, and administrators met informally in these discussions to identify opportunities for change. The group recognized that religion has been a major force in history, and has been central in the shaping of the cultural and communal identities that constitute the U.S. experience. At the elementary, secondary, and even postsecondary levels, however, such scholarship has not been used, perhaps because of concern that the teaching of religious history violates constitutional separation of church and state. A review of curriculum and reading materials discloses a lack of emphasis on religion as a factor in history. The study and understanding of the role of religion in U.S. history is key to a real insight into the development and character of U.S. communities. In the absence of such historical perception, students, and the community as a whole, develop a deformed view of the role played by religion and religious institutions in the common life. If progress is to be made and change effected, these concerns must be shared by schools, local and state historical and cultural groups, and religious institutions (chiefly but not exclusively congregations). Strategies for change in each of these groups are enumerated. A plan of action presented consists of five steps: (1) initial discussion of the proposal; (2) environmental scan; (3) report; (4) planning conference; and (5) programming. (DK)

Appendices

Obtaining the Full Text of Materials Cited in ERIC

ERIC DOCUMENTS (Citations identified by an ED number) are available in microfiche form at libraries or other institutions housing ERIC Resource Collections worldwide; to identify your local ERIC Resource Collection, connect to: http://www.ed.gov/BASISDB/EROD/eric/SF

Many libraries now offer E*Subscribe, which grants their patrons free electronic access to some ERIC documents. Ask your local librarian if they offer this valuable service. If they do not, documents are also available selectively in a variety of formats (including microfiche, paper copy, or electronic) from the ERIC Document Reproduction Service for a fee: tel. (800) 443-ERIC, email service@edrs.com, online order form: http://edrs.com/Webstore/Express.cfm

ERIC JOURNALS (Citations identified by an EJ number) are available in your local library or via interlibrary loan services, from the originating journal publisher, or for a fee from the following article reproduction vendor, Ingenta: email: ushelp@ingenta.com, phone (617) 395-4046, toll-free 1-800-296-2221, URL: http://www.ingenta.com/

* Please refer to the citation for other specific availability information *

COMPARISON OF COMMON CORE OF BELIEFS AS IDENTIFIED BY SELECTED PROGRAMS AND ORGANIZATIONS

Compiled by Dr. Evelyn R. Holt Otten

Indiana Legislation (1995)	Phi Delta Kappa's Study of Core Values	Mendelson Center for Sport, Character and Culture	Ackerman Center for Democratic Citizenship	Chicago Public Schools	NCAA "Stay in Bounds" for a RICHER life
Honesty (Truthful/not stealing	honesty	Honesty; Integrity	truth	Honesty and truthfulness	Integrity
Doing one's personal best	Learning	Virtue; Courage; Resilience		Courage	Excellence
Respect for authority, property of others, the national flag, the state and national constitutions, parents and home, rights of others to have their own views and religious beliefs	Service to others	Respect Loyalty	Reasoned loyalty to one's country Diversity	Respect; Work ethic; Courtesy	Respect
Personal responsibility for obligations to family, community, for earning a livelihood	Responsibility	commitment ; Responsibility	Individual rights and responsibilities	Responsibility	Responsibility
Live peaceably in society and not resort to violence to settle disputes	Freedom Cooperation	Fairness	Common good	Fairness	Harmony
Treat others the way one would want to be treated	Civility	Compassion	Equality of opportunity Justice	Kindness and helpfulness Caring	Caring

COMPARISON OF COMMON CORE OF BELIEFS AS IDENTIFIED BY SELECTED PROGRAMS AND ORGANIZATIONS

Compiled by Dr. Evelyn R. Holt Otten, 6/01

Indiana Legislation (1995)	**Proposed Senate legislation (May 2001)**	**SCANS Workforce Skills – Interpersonal Competencies**	**MegaSkills (Washington, DC)**	**Character Counts! (Josephson Institute)**	**Top 10 of 25 Values in the McGuffey Readers (1840-1920) (Andrews, 104*)**
Honesty /Truthful/not stealing	Honesty; Trustworthiness			Trustworthiness	Honesty Consequences of right and wrong; Trust in God's presence and power
Doing one's personal best			Motivation; effort; initiative; perseverance confidence		Bravery/courage
Respect for authority; property of others; the national flag, the state and national constitutions; parents and home; rights of others to have their own views and religious beliefs	Respect	Work with diversity		Respect	Value of home/family/family love Obedience
Personal responsibility for obligations to family /community; for earning a livelihood	Responsibility	Exercise leadership; teach others; Serve clients/ customers	Responsibility	Responsibility	Work ethic
Live peaceably in society and not resort to violence to settle disputes	Civic virtue and citizenship	Negotiate to arrive at a decision	Teamwork Problem solving	Citizenship Fairness	Generosity; charity
Treat others the way one would want to be treated	Caring	Participate as a member of a team	Common sense Caring	Caring	Kindness; patience

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